

**FACULTY OF EDUCATION  
UNIVERSITY OF TASMANIA**

**Comparative Studies in Curriculum Change:  
The Change from the 'Pacific Series' English  
Program to 'Our English Series for Melanesia'  
English Program in Community Schools in  
Papua New Guinea - Its Effects in the  
Preparation of Teachers in Community  
Teachers' Colleges**

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## Abstract

English is the official language and the medium of instruction in community schools and higher learning institutions in Papua New Guinea today. During the colonial rule of the two territories, the British in Papua and the Germans in New Guinea, different language policies existed according to the purposes of the colonial powers.

In order to assist the teachers teaching the approved medium of instructions, primers and readers were produced. The Papuan Junior Readers were produced and used in the state schools in the Territory of Papua. During the post World War II period, English programs were developed for the two territories under the Australian administration. The *Oxford English Course for Papua and New Guinea*, the *Minenda Series* produced by the Jacaranda Press, and the *Pacific Series* published by the Oxford University Press, Melbourne. The present English program, *Our English Series for Melanesia*, was developed nationally and is used in the community schools, and in Community Teachers' Colleges.

For the purposes of teacher preparation for teaching English in community schools, this dissertation focuses on the comparison of the underlying theories upon which the *Pacific Series* and *Our English Series for Melanesia* were designed and developed. The study seeks to identify the factors that determined the change from *Pacific Series* to *Our English Series for Melanesia*, the approaches adopted with the goal of teaching English effectively at community schools, and the means in which student-teachers in Community Teachers' Colleges can be prepared to meet these goals (effective English teaching in PNG community schools).

It is anticipated that results from the study will assist curriculum writers and policy makers to review present practices to improve English teaching and learning, as well as increasing students' knowledge and usage of English.

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## **CHAPTER 1:**

# **GENERAL INTRODUCTION**

## Introduction

In recent years there have been significant changes to the materials used to teach English in Papua New Guinea schools. In particular, the community schools in Papua New Guinea have witnessed some changes in the materials designed for use in teaching English. The use of these materials also affected the teacher education courses at Community Teachers' Colleges. The Teaching English as a Second Language (TESL) course trains student-teachers use these materials during practice teaching and after graduation.

The Papua New Guinea Department of Education has developed at least three different English programs over the past three decades; *Minenda Series*, *the Pacific Series*, and *Our English Series for Melanesia*. This study compares the impact of the design and the effects between the last two programs on the way English was, and is, taught in community schools, and the ways in which the TESL programs at Community Teachers' Colleges have influenced the approaches. The Education Department began phasing out the Pacific Series (PS) at the beginning of 1980, gradually replacing it with the new English program, Our English Series for Melanesia (OESM). All grades, except Grade 6, are now using the new series.

### The Purpose of the Study

The purpose of the research was to ask the TESL teacher educators in Community Teachers' Colleges about the two English programs they have used in preparing trainee teachers to teach English in community schools. It sought to find out, from the lecturers' observation of trainee teachers and the teachers of demonstration and practice teaching schools, what impact the two series have had on trainee teachers teaching English during practice teaching and also the way the teachers of the other two institutions taught English. At the same time the investigation also examines the effects of the change from PS to OESM.

## The Sample

Because the study was centred on how the two programs have been used in preparing teachers at Community Teachers' Colleges, the TESL lecturers who have used both programs were chosen for the study. It was assumed initially that there were at least three TESL lecturers for each of the ten Community Teachers' Colleges. However, after consulting individual colleges, it was discovered that only seventeen lecturers were teaching TESL courses, and that the majority have used both programs.

## Scope and Method

To explore the similarities, differences, and the effects of the changes from Pacific series and Our English Series for Melanesia, a questionnaire was drawn up and administered to fourteen TESL lecturers at eight of the ten Teachers' Colleges<sup>1</sup> throughout the country. The result of an inventory carried out prior to disseminating the questionnaire showed seventeen lecturers who were actually teaching the TESL course in the ten Teachers' Colleges. Before the questionnaire was dispatched, one of the four lecturers who did not return the completed questionnaire, was on further studies while the other three failed to return theirs.

← 'Questionnaire' was chosen as the main data gathering instrument because (1) the nature of the degree<sup>2</sup> did not allow financial support to carry out on-site studies in Papua New Guinea, and (2) it was economically viable to administer the questionnaire within the given time frame. The questionnaire was in four parts. The first part focused on the Pacific Series with emphasis on the structure and design of Teachers' Notes for English,

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<sup>1</sup> Two of the Colleges, Port Moresby Inservice College and Sonoma Adventist College, do not have 'community' in the names. However, both have same operational functions of teacher education as the other eight colleges.

<sup>2</sup> Master of Educational Studies is a coursework degree. Therefore, the researcher was not entitled for research funding by the sponsor, Australia International Development Assistance Bureau.

questionnaire  
method?



the impact the materials have had on practice, and the likely impact of the series on the way Papua New Guinea children have been taught English. The second part examined Our English Series for Melanesia and focused on the same areas as the Pacific Series. The third part asked respondents to compare the two series - the advantages and disadvantages the TESL lecturers have experienced in preparing teachers for the community schools. The final part examined the relationship, if any, between the two programs.

The designing of the questionnaire took some time before it was trialed. A sample of about ten teachers in this researcher's *Approaches to Teaching* class<sup>1</sup> with a wide variety of professional background (ranging from primary school teachers, secondary teachers, TAFE instructors, teachers of handicapped children, and so on) were given the questionnaire to evaluate the questions to see if they were understandable. The comments received assisted the researcher to modify the questionnaire. A number of staff from the Education Department at the University of Tasmania were consulted (by the supervisor) for their comments on the overall design of the questionnaire. The Research and Evaluation Unit (REU) of the National Department of Education in Waigani, Papua New Guinea, was also consulted for its comments. REU found the questionnaire to be lengthy and therefore recommended the reduction of the size. Its discoveries of several overlaps in some areas led to appropriate modifications. The questionnaire was finally completed and dispatched to Community Teachers' Colleges towards the end of October, 1993.

It took Community Teachers' Colleges some time to complete and return the questionnaires. After letters were sent to remind them of the unreturned questionnaires, the Colleges began returning them. Of the seventeen questionnaires (with spares for each College) distributed to the colleges, fourteen were returned completed - a response rate of 82.35 percent.

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<sup>1</sup> At the University of Tasmania, Hobart, Australia.

### **The Significance of the Outcomes**

The researcher believes the information from the study will be useful to teacher educators and educational administrators in reviewing the present practice of teaching English and the ways in which the teachers are assisted in improving their practice and student outcomes. It may also help policy makers in planning for the implementation of change.

## ***CHAPTER 2:***

# ***STYLES OF LEARNING AND TEACHER EDUCATION DEVELOPMENTS***

## Introduction

*this chapter*

~~Chapter Two~~ aims to survey some of the developments of teacher education in the Territory of Papua and the Trust Territory of New Guinea during the colonial period after World War 1 up to the 1960s. It begins by looking at the styles of learning and education in the traditional societies, the relevance of the curriculum used, and the environments in which learning takes place. The purpose of carrying out investigations of the traditional learning processes is to identify at least some of the strategies that determine the successful learning outcomes and the ways in which these may be incorporated within the Western concepts of education as part of the teacher education program at Community Teachers' Colleges.

The Papua New Guinea (PNG) cultural impacts on the learners in a Western education setting are given attention in order to find out how these can affect learning as well as learners who are taught through approaches (mostly foreign) in a modern classroom setting. The impact of an external culture and its expectations is an important aspect this chapter wishes to address because of the adverse effects it may have on teachers' performances and students' learning.

The second part of the chapter focuses on the purposes and approaches individual Christian missions took towards teacher education developments and the impact they had on the concepts of education held by the traditional societies. The effects of Western education (brought by the Christian missions) on the traditional lifestyle are discussed and related to the modern classroom setting. This is followed by a description of the Government's contribution towards the development of formal teacher education as well as the reasons for its attempt to create a unified education system.

The third part explores teacher education developments since the inauguration of the 1970 Education Ordinance. This section focuses on the measures taken by the teachers' colleges towards standardising training programmes and how these have affected teaching approaches in preparation of teachers. Included is a discussion of staff

development programmes towards improving the quality of teaching and training, academic and professional developments, and the present Three Year Diploma course form the final part of Chapter 1.

## **2.1. Styles of Learning Experience by Papua New Guineans**

### **2.1.1: Traditional Papua New Guinea Styles of Teaching**

The notion of “education” was, and still is, a complex and a confusing phenomenon to many Papua New Guineans when it first penetrated into the established practices and structures of many of their societies. Formal or western education brought a lot of changes; some of these were quite radical. The consequence of these changes was a polarisation of the established organisational structures, beliefs and practices. The cultures which were deeply affected gradually became reorganised to accommodate the changes as people became more exposed to Westernisation, particularly the concepts of Western education which was perceived by the people to be more prestigious than the traditional one. As a result of this, much of the traditional lifestyle was abandoned. A typical example is the Motuan village of Hanuabada which had become part of Port Moresby city. Much of the traditional land for gardening and hunting has been engulfed by the developments of Port Moresby city. The changes have affected the people's lifestyle and left them with no choice but to adopt the Western lifestyle for survival.

A class system existed in many societies in Papua New Guinea; in some societies it was easily recognised while this was not the case in others. People who were looked upon as second class opted for Western education because its benefits, to them, was a hope of living an acceptable and enjoyable lifestyle. Those who have benefited through the Western education system lived an even better life than those with high status in the traditional village set-up. Those who attended school, however, brought about changes in the communities using even the limited amount of Western education knowledge acquired as an instrument to do this. These changes caused confusion amongst the

people in the societies. ToLolo (1977: 108) described the reason as being an 'insufficient flow-on of values and knowledge between home, school and life ... . An integrated person is produced in a country that has schooling akin to the ethics of the community which it serves'. Waiko (1993: 129-130) expresses similar views, believing that the acquisition of the English language was a destructive instrument that developed into segregating the people in the villages into two groups: those who attended school and those who did not. The deliberate policy to establish Western formal education was purposely to accelerate broader social changes, and it just did that (ibid).

Education before colonisation of what is now Papua New Guinea was largely informal. Younger generations acquired knowledge and skills through casual and unplanned observation (Isoaimo, 1974:105; Smith, 1975:3) and then through imitations as part of the actual practice under the expert supervision of older people (McLaughlin, 1991: 34). Proficiency and efficiency are gained through a trial and error process (Mead, 1930:28; McLaren, 1974:362). The older people are highly respected in most societies in Papua New Guinea because most are highly regarded as people with traditional knowledge and wisdom. The dissemination of knowledge and skills by older people is often regarded as an obligation for the elders while it is an honour to the recipients.

Teaching in the Papua New Guinea traditional societies is mainly the responsibility of the elders, especially those who are not able to work in the gardens due to age, and those with special skills in craft, gardening, hunting, and so on whose services are often needed by either relatives or by other people. The flow of knowledge and skills in the apprenticeship model of teaching is mainly a one way process - from the elder/s to the learners who become recipients of what is given. It can be difficult at times when learners have doubts and want clarifications, but do not always question the elders because it is offensive and also for the fear that the elders' credibility may be severely compromised.

Learning through this system was 'efficient' because it associated learning with the need to use what was learned. The curriculum was appropriate to the age group and related to local circumstances whether this was the ecology of lagoons or of forest clearings' (Smith, 1975: 4). The process of education was thus 'informal' and 'practical' (Bacchus, 1987: 12) and was immediately relevant for its purpose and therefore satisfying to everyone in the society (Weeks & Guthrie, 1984: 33; ToLolo, 1977: 108).

The patterns of such learning in Papua New Guinea traditional societies vary quite extensively from one area to another. Transmission of knowledge in many areas was, and is, confined to the immediate family members and then, only under certain circumstances, to extended family members. The knowledge considered insignificant is easily exposed to those who do not possess it while that considered to be of significant value to individual families was/is kept secret. The purpose was, and still is, to maintain pride and prestige. However, control of common knowledge within age groups is unrestricted, provided the rituals to enter the next level of acquiring traditional knowledge are fulfilled satisfactorily by eligible persons<sup>1</sup>.

The majority of the PNG's four million people (1991 National Census figures) dwell in the rural areas and their livelihood very much depends on the environment that surrounds them. Therefore, teaching the young people (including the children in their early teens) about the environment is very important. In the Marshall Lagoon society of the Central Province, for instance, teaching the young adults about the various weather patterns form the foundations for adulthood. A person becomes independent if he or she is able to support himself or herself, and this is achieved through living an acceptable and useful life.

The appropriate times for clearing bushes, burning off clearings, ploughing and planting of crops, and so on, have to be closely observed otherwise life would be difficult. In other words, ignorance of appropriate times of the above activities affect the type of harvest (mainly poor harvest) that eventuate. Clearing and drying of bushes, and

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<sup>1</sup> Persons who can show themselves able to do some desired activity.

burning off rubbish after it has been cleared have to be done at the appropriate times (dry season) otherwise the weeds will take advantage of the clearing. Ploughing and planting of crops ought to be done at the right time (just before the wet season) so that the crops can grow well. The use of the family magical charms for planting are performed so that there is more than enough food during harvest.

Likewise fishermen have to teach and train the young adults to understand the patterns of the tides (high and low) so that the appropriate types of fishing are used. The young have to learn parts of the sea where the nets and fishing lines can be cast, the use of poison roots, collecting shellfish, diving, and so on.

Hunting follows a similar type of education. Times of the day in a month and/or year are equally important. Observation of rituals ought to be strictly observed in order that (1) there will be a good catch after the hunting trip and (2) the hunters are protected from injuries. Failure to observe the traditional rituals often results in traumatic consequences.

The degree of a young man's successful performance of the above expectations is one of the major ways of attracting young women.<sup>1</sup> This aspect of lifestyle still exists in many communities where the traditional values are strongly maintained. Other young women may be attracted by a person's wealth (whether this is traditional money, valuable possessions or the number of valued plants like coconut palms, betel-nut palms, sago palms, and so on).

Teaching children to observe kinship ties is part of a healthy living in the Marshall Lagoon society. Forms of address of people at all levels enhances the healthy relationship. Sharing of one's belongings, including valuable items, strengthens relationship with close and extended relatives as well as with other people who relate well with him or her.

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<sup>1</sup> Women's traditional education within this context included decorating the body with tattoo, the ability to manage a home, the strength to carry loads from the garden to home, and so on.



Much of the teaching and learning of the above is done through informal teaching and observation. As previously stated, acquiring the skills of building, gardening, fishing, craft, hunting, and so on, is done through trial and error bases under the supervision of skilled elders. The traditional approaches engaged in teaching and learning are useful and need to be maintained. It may be helpful if teacher education programs are aware of these and make allowance to integrate them with the modern teaching and learning approaches. Student-teachers need to be trained to use innovative practices such as a variety questioning techniques, being flexible, and so on.

The learning process within the traditional setting was relevant to the learners because the curriculum served their needs. Learning was therefore meaningful because the learners were practically involved under expert supervision by the elders. Although the styles of teaching were quite authoritarian, learning was meaningful in the end (A Philosophy of Education for Papua New Guinea, Ministerial Committee Report, Port Moresby, November 1986: 3).

### **2.1.2: Christian Missionary Education**

Western-style education was introduced in British New Guinea (later Papua) in 1873 by Christian missions. The missionary organisations came from countries in which the governments thought the mission organisations had the provisions or control of education ( Dickson, 1976: 21). The aim was to evangelise as many people as possible to the beliefs or doctrines of each individual mission. The ultimate approach to achieving this aim was through literacy and the teaching of Christian moral values (Swatridge, 1985: 28). Initially, the missions were totally responsible for education.

Early developments in Teacher Education began with individual missions training pastors and teachers to teach basic literacy and Bible-teaching skills, and there appears to have been very little professional content. The establishment of the District Training Institution - George Brown College at Vunairima - by the Methodist Mission set a trend

for other missions to train pastor-teachers and catechist-teachers after McArthur's thesis on the problems of Methodist education and pastor-teacher training was published and became influential (Smith, 1987: 111).

The Catholics in New Guinea set up their training centre at Taliligap and used Pidgin because the German priests had little command of English. The latter was used at centres where English speaking priests were based (*ibid*, p. 135; Swatridge, 1985: 32). The use of English by other missions progressed well in places where missionaries on the staff were either Australians or Americans.

The mission centres where pastor-teachers and catechist-teachers trained formed the basis for teacher-training and remained the dominant form of training until the late 1960s. Training was basically related to literacy in reading the Bible. Emphasis was placed on literacy because becoming literate enhanced learning to read and understand the Bible. The approach was seen as an avenue towards converting people into Christianity.

Many of the teaching approaches adopted by the Christian missions were based on rote learning. The approach does not stress the importance of innovation and original thoughts of learners, but supports orthodoxy (Smith, 1987: 17 - 18). Part of the reason for this was the unavailability of sufficient writing and appropriate materials.

The teaching methods used by the Christian missions were quite different to those used in the traditional societies. Learning became more formal and the learners were required to participate in rote and drill approach, which had been rarely used in the traditional PNG societies. The latter allows the learners to take part in the activities and during these times they are supervised by the elders. Formal testing of learners' knowledge was part of the curriculum, an approach which was alien to the traditional approach of teaching and learning. The theory of learning required learners to be driven to lessons through a combination of frequent tests and corporal punishment, and thus creating fear in the learners.

The London Missionary Society (LMS) school this author attended at his village had dual curriculum - a formal education strand which had its aim of enabling the learners to acquire literacy skills and an informal one in which the learners were told to gather food and give assistance to the spouses of the pastor-teachers. Other people, for instance, regarded the proceeds given to the pastor-teachers as payment for their services. The informal curricula had advantages in enabling the learners to improve on the skills they had developed at home.

Teaching and learning in the traditional setting and the rote approach introduced by the missionaries served their own purposes of education. Learning in the traditional setting allowed learners practical activities thus giving them purposes for their learning. Some learners were able to ask questions and offered unsolicited comments. The missions embarked on the rote approach and let learners repeat words, sentences, and so on over and over again. They were not able to see immediately the purpose of learning.

### **2.1.3: Early Formal Teacher Education Developments**

The government's formal teacher-training programme began at Malaguna elementary school in Rabaul, New Guinea (Meere, 1967: 148-149), as a result of McKenna's recommendation to the administration of the Mandated Territory of New Guinea in 1929 that a teachers' college be built there. In 1936, W.C. Groves, then Director of Education, detailed plans for the centre which laid the foundations of a four-year course for students who had completed seven years of primary education. In 1938, the first three native teachers graduated from the school and were posted to various schools. An additional six teachers graduated at the end of 1938, and were posted to government schools in New Guinea. There was no formal teacher-training programme then in Papua although a call was made by the visiting examiner<sup>1</sup> in 1939 for the

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<sup>1</sup> There has not been an account of who and where the visiting examiner was from by Meere, but it is assumed that Camilla Wedgewood (Smith, 1975: 25) of the Army Directorate of Research and Civil Affairs who travelled extensively visiting schools, was critical of the education work in Papua was most likely to have made the call.

immediate establishment of a training centre for the native teachers for the individual missions. Neither the government nor the missions had the financial support at that time to build, staff, and run full teachers' colleges.

Many of the educational establishments were disrupted and abandoned when World War II broke out in the Pacific.

The immediate post-war period was a time for the rebuilding, rehabilitation, reinstatement and strengthening of pre-war schools, education work and standards. The missions and the Administration began reconstructing schools and education programmes. It was during this period that the Administration officially recognised the need for indigenous teacher-training. Speaking about this, the Administrator, the Hon. J. K. Murray made the following comments:

No teachers, no schools: The training of teachers is an immediate task and one of magnitude: .... It will be necessary to train a large staff of native teachers as soon as possible, not only because the expense of maintaining a large staff of Australian teachers is too great, but also because the natives must be able to man their own educational services if self-government is to be achieved.<sup>1</sup>

Many missions were faced with financial constraints and were by this time willing to cooperate with the government in providing education though they still retained their established education systems.

The Australia New Guinea Administrative Unit (ANGAU) opened the Central Training School at Sogeri in 1944 to training school teachers and artisans (Smith, 1987: 149). However, pre-service teacher training began in 1946 (ToLolo, 1977: 108). The Administration opened a teacher-training centre at Keravat in New Guinea in 1947 (Smith, 1975: 21), with its first graduates teaching in 1951 after completing a two year course (Meere, 1967: 143). A conference between the Administration and the missions was convened in May 1947 and proposed that Sogeri be the centre for formal teacher-

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<sup>1</sup> Murray, J. K. The Provisional Administration of the Territory of Papua and New Guinea. Its policy and problems, J.M. Macressan Memorial Lecture, Brisbane, University of Queensland, 1949, p. 31.

training. The programme began in 1948 under the auspices of the Commonwealth Reconstruction Training Scheme's scholastic course. Both were higher training institutions and provided general education and some technical training at post primary level (Smith, 1987: 169). Towards the end of the 1950s, selected students from all over Papua, the New Guinea coast and the islands attended both institutions. The two institutions became significantly involved in promoting national unity because for the first time students from the coast and the islands were brought together. Many of the country's leaders made friends with people from other groups at that time. These institutions played this role for almost two decades until the establishment of both the Administrative College and the University of Papua New Guinea in 1966.

In the 1950s, primary education grew rapidly and so did the demand for locally-trained teachers. The urgent need for teachers resulted in selecting certain senior primary school students who were used as teachers with very minimal knowledge and skills of basic teaching techniques (Ford, 1973: 149). Teacher training centres were found throughout the Territory then, and by 1960 there were thirty-six of these centres in the country. The majority of the centres, which were small in size with an average of 30 students, were run by small churches whose immediate task was confined to serving the faith of their members. Many were very parochial. What they gave was little and would not be recognised as "professional educational preparation" today (Weeks & Guthrie, 1984: 52). Many of the training centres remained as primary teacher-training centres until the late 1960s. The Administration opened teacher training centres at Dregerhafen, Madang, Goroka and Port Moresby from 1952. In the 1960s it retained only three; Port Moresby, Madang and Goroka, and expanded its training programmes.

In 1968, secondary teacher-training was phased in at the Goroka Teachers' College which became part of the University of Papua New Guinea in 1975 (Weeks & Guthrie, 1984: 52). Prior to this period, degree level training was provided by the University of Papua New Guinea.

## **2.2: Present Community School Teacher Education Developments**

The establishment of the 1970 Education Ordinance brought together educational activities under one unified system. Further improvements in the Community (primary) Teachers' Colleges took place under this system. A number of major conferences and workshops have been held since then and issues relating to consolidating teacher training programmes, staff development and other related issues have been discussed.

At present, there are nine pre-service Community Teachers' Colleges and an in-service college. All the colleges, except Sonoma which is run by the Seventh Day Adventist (SDA) mission, are members of the National Education system and are linked to the National Education Board (NEB) through their respective Governing Councils (O'Donoghue, 1992: 56). The colleges are:

Balob in Lae, Morobe Province (Anglican-Lutheran),

Dauli in Tari, Southern Highlands Province (Asia Pacific Christian Mission),

Gaulim in the Bainings, East New Britain Province (United Church),

Holy Trinity in Mount Hagen, Western Highlands Province (Catholic),

Kabaleo (OLSH) near Kokopo, East New Britain Province (Catholic),

Kaindi (St. Benedict's) in Wewak, East Sepik Province (Catholic),

Madang in Madang, Madang Province (Government),

Port Moresby In-service in Port Moresby, National Capital District (Government), and

Sonoma in the Gazelle Peninsula, East New Britain Province (Seventh Day Adventist).

The creation of the Annual Teachers' College Principals' Conference (ATCPC) in 1970 provided continuing dialogue between principals on improving training programmes and matters that are of concern to teacher education as a whole. The Department of Education Papua New Guinea (1975: 60) described the formation of the organisation as indicative of 'a new spirit of cooperation which led to the conference becoming a formal means of communication and professional development ... .' The organisation has fostered team spirit since its inauguration.

The ATCPCs have resulted in a series of workshops for teachers' college staff with financial assistance from the Australian International Development Assistance Bureau (AIDAB) (ibid). At one of the major workshops in 1978, the 'National Objectives' for most of the eleven courses were produced. The objectives formed the bases for course design for all colleges and thus provided consistency and uniformity in teacher training across the colleges. The National Objectives for the eleven courses, namely English Language, Teaching English as a Second Language, Library Skills, Mathematics, Science, Education, Social Science, Agriculture, Health, Physical Education, and Expressive Arts were used until the end of 1990 when individual colleges came up with their own objectives in preparation for the new Three Year Diploma Course. The sudden changeover<sup>1</sup> affected many colleges who were not, at that time, fully prepared and thus needed more time for preparation. Insufficient time for preparation of courses was noted by lecturers who presented individual college courses at the 1991 English Strand Workshop at Port Moresby In-service College. The workshop was convened by the Queensland University of Technology and funded by AIDAB.

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<sup>1</sup> To start the new Diploma course in Community Teachers' Colleges in 1991 caught many colleges unprepared due to short notice for course preparation, and they needed more time for thorough preparation of their courses.

In the early 1980s, a few education projects were initiated by the Department of Education and funded partly by the World Bank. One of these, the Education II Project, provided a large number of fellowships aimed at improving the qualifications of PNG lecturers at Community Teachers' Colleges. The Project also provided training for new lecturers and suitable study opportunities for serving lecturers as well. Many have been sent abroad for further studies at tertiary institutions such as the then Canberra College of Advanced Education, now the University of Canberra, and the Queensland University of Technology.

Entry to community school teacher training in Papua New Guinea for the past two year certificate course and the present three year diploma course requires Grade 10 or School Certificate with upper passes in English, Mathematics, Science and Social Science. Present-day selection is based on information on the School Leaver Form showing career choice, School Certificate (Grade 10) examination results, comments from secondary school principals and guidance officers, and vocational aptitude test scores (Ross, 1988: 36-39). Never-the-less, the school certificate examination results have a lot of bearing on the criteria for initial selection (McLaughlin, 1988: 15). Although present selection criteria are less stringent, it is generally felt that students entering teachers' colleges with similar grades (results) vary considerably in ability and achievement (*ibid*). The 1989 intake figures show that 77% of the students met the reduced requirement. Students who obtain the required grades or better opt for other courses open to them. Very few students who have completed six years of post-primary education take up community school teaching as a career (McNamara, 1989: 45).

A concern over the standard of students' basic skills in English and Mathematics was raised in the early 1980s. The Education II Project was also committed to the Basic Skills programme. The Teachers' Colleges made reforms to their resources to accommodate the remedial programmes. Much of semester one in the first year was devoted to the Basic Skills programmes with the National Examinations held at the end of the semester. Students who attained the 80% pass mark continued with the general



college programmes while those who did not sat for the Post National Basic Skills Examination in August. It was the results of these examinations that determined the fate of the students. Those who failed to meet the pass mark had their scholarships terminated.

The Basic Skills courses and examinations came under a lot of criticism regarding their purpose, appropriateness, and the impact they had on the students' general training and the overall college programmes (McLaughlin, 1988; Winfield, 1987; Yeoman, 1988). The programme had adverse effects on students' concentration and it was thought that the students' fear of failing the course affected the quality of their performance in other subjects as well as practice teaching. Considerable pressure from college lecturers was exerted on Teacher Education Division to integrate Basic Skills into the normal college programmes because it was found that the examinations do not satisfy the required standard of test construction and therefore lacked validity and reliability (McNamara, 1989: 49). This has supported the move by teachers' college lecturers and, as a result, the programmes have been integrated into the normal English Language and Mathematics programmes since the beginning of 1991 Academic Year. The Basic Skills examinations have been done away with since then.

All colleges replaced their two year course of teacher preparation with a three year diploma programme at the beginning of the 1991 school year (O'Donoghue, 1992(b): 184). The improvement of the quality of teacher training by extending the training period from 2 to 3 years has been an ongoing matter for Papua New Guinea for some time. Beeby's (1966) argument that 'the key to any education system's progress is the ability of its teachers to promote change and that the ability is itself dependent on the teachers' level of general education and the quality of their professional training' (O'Donoghue, 1992(b): 184) was very influential in this respect. Not surprisingly, individuals like Ebbeck (1971) had argued for the same in the 1970s.

In view of the forecast of resources for the nation's wealth in the last few years, educationists have spoken strongly about extending the community teacher education programme to 3 years, with the aim of not only achieving universal primary education, but also for improving the quality of teacher education as well.

The National Education Board announced the establishment of an Association of Teacher Education (ATE) in 1990 and was given the responsibility of developing structures for the new three year diploma programme of teacher education. To do this, it invited submissions of course structures from Teachers' Colleges on the matter and these were forwarded to the ATE. It was found that vast differences exist between Colleges regarding philosophy of church agency<sup>1</sup>, physical and human resources, geographical location, and student body (ibid). It was quite alarming to note that all colleges expressed dissatisfaction with the 1978 National Objectives and declined to use them as the bases for designing the courses.

The new three year programme was in its third year last year (1993) with the first graduands graduating at the end of the year. They were awarded diplomas, a step further from graduates with the two year certificate course. This may be seen as an achievement for individual colleges and Teacher Education as a whole; however, re-organising and re-designing of individual courses need to be considered seriously by colleges where this is the case. Although a year has since then elapsed during which the problem may have been rectified, this was a concern expressed during the 1991 English Strand Workshop in Port Moresby. During this time, the Chairperson<sup>2</sup> for ATE who, with her members, screened the Three Year Diploma courses (English), had expressed satisfaction that the courses have generally improved in content and standard. There is more content work in the courses which allows firm grounding in the subjects student-teachers study.

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<sup>1</sup> Church agencies like Catholic, United Church, Anglican/Lutheran, Asia Pacific Christian Mission, and the Seventh Day Adventist that own the colleges.

<sup>2</sup> Professor B. Avalos, Professor of Education Faculty at the University of Papua New Guinea.

However, a few of the long-standing issues regarding the general teacher education programme have not been resolved. One of these is the prerequisites to enter teacher training. Many colleges reduce these in order to fill the number of places available in each teachers' college in order to secure funds. Such an approach poses a concern for remedial programmes such as English and Mathematics basic skills which may affect the smoothness of the full three year teacher education programme. The need to provide for and upgrade educational facilities is another immediate issue that has to be addressed soon. Lack of proper learning facilities such as adequate audio-visual equipment can have serious effects on the quality of teacher training. There are, of course, other significant issues, but these two seem to be outstanding amongst them.

O'Donoghue (1992(a)) was engaged in classroom observations between mid 1989 to the end of 1990 at one teachers' college. Some of his findings are worth taking into consideration by Community Teachers' Colleges and the Teacher Education's inspection team. Whatever the purposes are of the numerous subject workshops conducted each year by Teacher Education, the need to overhaul teaching approaches is of paramount importance. Most teaching methods, at present, reflect authoritarian approaches<sup>1</sup> on the part of community school teachers towards their pupils. It is not surprising that these approaches are adopted at teachers' college and community school level. Most likely the influence of the missionaries and the culture's approaches to learning is very powerful. The missionaries used the rote approach and made the learner repeat what was taught regardless of whether the learners made sense or not out of what was taught. The traditional teaching style on the other hand was quite authoritarian since it did not seek innovation. It sought to replicate skills. However, learning was seen to be meaningful because learners were able to apply their knowledge and skills in real life setting and with clearly understood purposes. In the mission school setting, students did not always see an immediate reason or purpose for what they were learning by rote.

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<sup>1</sup> Mainly drill and rote learning used by the missionaries.

Both the traditional society and the missionaries teachings encouraged orthodoxy, and did not encourage innovation within individual learners.

Although O'Donoghue's (1992(a):193) remarks on indigenous lecturers' lack of venturing into high levels of learning such as carrying out further investigations into subject speciality (through reading, research, and so on) are valid, there needs to be more research to uncover the underlying philosophies of the reasons why teachers adopt the so called *authoritarian approaches*. In a Papua New Guinea setting, it is a general practice that the learners, normally younger than the teachers, remain quiet during the learning process. The teacher takes control of almost the entire session, as is the case in a lecture. It is therefore not surprising if lecturers choose to use the approach. Perhaps, O'Donoghue ought to have given more emphasis on the social significance of asking questions in a traditional setting. Asking questions is normally seen to be disrespectful of a teacher's status, knowledge and integrity. In most cases, such action is normally seen as an attempt to discredit the teacher. To an elder, this is cruel and very insulting. The consequences for such an offence are generally destructive in the Melanesian culture.

What can be learned from the above situation is that indigenous teachers' college lecturers ought to be made aware of the fact that students asking questions in a Western setting is a normal process of learning and should be accepted and encouraged as such. The learners should also be told of the benefits in carrying out research work. It is one of the many ways to achieve effective learning and should not be seen as an indication of the lecturers' lack of ability to conduct a lecture oriented session. The shift from the traditional ideology of reticence to the Western style of open dialogue during the learning process needs to be adopted in order to develop critical thinkers and learners. This would require a determined and planned program.

In general, O'Donoghue's findings (ibid: 192) are crucial to developing teachers as reflective thinkers. Allowance for learner-centred activities such as private reading to encourage in-depth knowledge is a step forward towards meaningful learning. Student-lecturer interaction needs to be promoted to develop a two-way learning process for

students and lecturers. This should be an incentive for lecturers to read more widely to broaden knowledge in their subject speciality (Ibid, p. 194).

The Curriculum and Inspections section of Teacher Education, in collaboration with individual colleges, needs to come up with ways to improve the above situation. The principals and lecturers in supervisory positions at college level are in a better position than the Inspectors and subordinate staff to instigate moves to bring about changes.

## **Conclusion**

Education in traditional Papua New Guinea society before colonisation was largely community (tribal) or family based. Acquisition of knowledge and the learning of skills by younger generations depended basically on observation of older people in action and then imitating the actions through trial and error process. The actual mastery of skills was through practice using the apprenticeship model under the expert supervision of the elders.

Learning in the PNG context was thought to be meaningful to the learners because the curriculum was relevant to the immediate needs of the society. Learning about the environment, particularly the weather patterns, movement of tides, suitable places for hunting, fishing, gardening, and so on, are an important part of life in the traditional society. Unlike the learners in the Western, and perhaps other societies, learners in PNG traditional society do not normally question the elders as to how one arrives at an answer. Where young people question the elders, whether intentionally or unintentionally, it is seen as an insult to the elders' integrity. The learner is expected to observe and practise the skills on a trial and error basis and should be prepared to accept any critiques as they come. Learning therefore requires a lot of patience, concentration, and endurance.

Christianity brought radical changes to the traditional lifestyle of the people. Many beliefs and practices which were considered unacceptable to the Christian teachings and philosophies were disallowed and abandoned. The gradual deviation from the traditional lifestyle to that which was acceptable to the missionaries was seen by the elders to be *disruptive* and led to dividing the society into two lifestyles (traditional and modern). Those who received the limited education offered by the missionaries, and were able to use it in communicating with Europeans, further contributed toward segregation. As a result, the traditional patterns of village authority changed dramatically.

The education introduced by the Christian missionaries brought a different concept altogether to those held by the people. Approaches to teaching and learning used were mainly rote-learning which was alien to the methods used in the traditional system - a lecture type sessions which were normally followed by practice using the apprenticeship approach.

The formal education system set yet another style of learning which was, to some extent, different from the previous two systems. The pattern in the formal system of learning required trained teachers who were/are prepared for the teaching profession. The system of learning introduced by the missionaries was generally about moral values based on the principles of Christianity. The formal learning system is believed to enable learners to think critically for themselves and seek assistance from teachers or peers, and even to the extent of asking questions which the traditional system rarely allows.

The two latter styles of learning are different from the traditional style the learners in Papua New Guinea have grown up with in early childhood. The change from the familiar learning style to the foreign ones is a dilemma. The learners in the Papua New Guinea society are thrown into confusion, which affects the normal process of learning in the classroom. The general reluctance displayed by learners in formal learning situations is not a genuine reflection of their abilities and should not be accepted as such.

From the literature review it was found that the norms of traditional lifestyle and customs do have a lot of impact on the learners' attitudes towards participation in the learning process, and that teaching and learning strategies need to integrate the traditional methods in order to allow effective teaching and learning.

## **CHAPTER 3:**

# **THE 'PACIFIC SERIES' AND 'OUR ENGLISH SERIES FOR MELANESIA' ENGLISH PROGRAMS**



## Introduction

The initial part of Chapter 2 discusses the context of *Teaching English as a Second Language* (TESL) at Community Teachers' Colleges in order to clarify misunderstandings that may arise from the way people generally understand Teaching English to Speakers of Other Languages (TESOL) and/or Teaching English as a Foreign Language (TEFL). This section is followed by detailed discussions of the two English programs; The *Pacific Series* and *Our English Series for Melanesia*. The focus is on the brief history and reasons for the development of the programs; the contents of the packages; and the approaches that are significant in each of the programs.

### 3.1: The Context of Teaching English as a Second Language at Community Teachers' Colleges in Papua New Guinea

The English Strand for the Three Year Diploma course at Community Teachers' Colleges is composed of *English Language*, *Library Studies* and *Teaching English as a Second Language*. The *English Language* course seeks to enrich students' knowledge and use of the English language in order to be able to cope with the rest of the College courses and to enhance effective teaching in all areas during school experience sessions. The *Library Studies* course prepares student-teachers with the basic skills of managing a small library as well as the skills of using library books and other related materials to enrich children's knowledge and use of English. *Teaching English as a Second Language* course is not what it literally means. In the PNG Community Teachers' College context, TESL program prepares student-teachers to acquire the skills of various teaching approaches and methods through the suggested lesson plans in *Our English Series for Melanesia* (OESM) Teachers' Guides and Teachers' Resource Books.

Each English component has a variety of teaching approaches and methods which depend largely on the subject matter of a lesson. Student-teachers learn and practise the various teaching approaches and methods in the following components of English: Listening, Talking Drills, Written Sentences, Oral Expression, Reading, Written Composition, Writing, Phonics/Spelling, Pre-Reading, Pre-Writing, and English Radio Broadcasts. Lesson planning and preparation of related teaching aids and materials are a significant part of the TESL course. Observation of certain teaching skills like motivation, questioning techniques, explanation, and so on, through demonstration lessons by lecturers and teachers at the Demonstration Schools gives students the insights of actual teaching and learning process in a real community school setting. Student-teachers are then given opportunities to teach a planned lesson<sup>1</sup> beginning with a peer group during peer teaching sessions. Further practice takes place at Demonstration Schools where individual students are assigned to small groups of children and are supervised by College staff.

Besides learning the skills of English teaching in community schools, the TESL curriculum involves the study of individual subject components of the Community School English Syllabus (Grades 1 - 6). Focus on the *General* and *Specific Aims* of each component prepares students to be familiar with the expectations of each subject and the expected learning outcomes. The *general* and *specific aims* are more or less guidelines as these are obviously important to student-teachers when they begin practising in community schools. The aims are often regarded as the requirements of the Papua New Guinea Education Department and normally guide teachers in their planning and teaching.

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<sup>1</sup> This may be on letter writing, following instructions, and so on.

In addition to familiarising themselves with the Syllabus requirements, student-teachers are also exposed to using OESM Teachers' Guides, Teachers' Resource Books and the related teaching aids and materials. Student-teachers spend at least two to four semesters<sup>1</sup> studying and preparing lesson plans<sup>2</sup> using these materials. Such an approach is deemed as an essential strategy for becoming familiar with the Syllabus requirements.

### **3.2: Principles of Teaching English in Papua New Guinea Using the Pacific Series**

#### **3.2.1: Objectives for Teaching English**

The 1969 Community School English Syllabus was designed to make way for changes in developing the Pacific Series English program. The general objective for teaching English to children in the then the Territory of Papua and New Guinea was 'to enable them to be able to use English as a means of communication both in oral and in writing. Specifically, the objective meant sufficient command of English to converse naturally with other Papua New Guineans and Europeans, and understand the language used in normal speech (Education, 1969: 7).

#### **3.2.2: Principles of Teaching English in Papua New Guinea**

English is a foreign language to Papua New Guinean learners just like Japanese or French is to Australian students, and teachers are urged to realise that in every aspect of their teaching a foreign language it is used as a medium for their teaching and learning programs. Many Papua New Guinean children come to hear and learn English at school for the first time. The teacher's role is to teach pupils how to communicate in English. First of all, the pupils must learn to speak the language through various forms of expression the native speakers use (ibid, p.8). There are some difficulties in teaching

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<sup>1</sup> Varies from college to college after the introduction of the Three Year Course in 1991.

<sup>2</sup> On assigned topics or written exercises and so on.

English to meet the needs of individual children. The English Syllabus (1969: 8) states that

The general problem of teaching English in New Guinea then, is the problem of fitting into the school course all the experiences, practice and instruction necessary to enable pupils to communicate in English - the provision of a course which will enable pupils to gain the same ability in expression of English that Australian children achieve after several years of natural learning in constant contact with English.

The above principle poses a major problem for teachers to provide for individual pupil's needs. Equally difficult is the provision of real life settings in the remote communities in which pupils can put into practice their knowledge of English learned at school. As time goes by, many pupils leave community schools at the end of a six year study and a lot more people speak English today than before. In communities where this is the case, pupils have a better chance of using English.

The English Syllabus was developed on bases of contemporary English. Teachers are advised to use English currently used by native speakers (ibid). This is again a problem for the teachers for they (teaching in the country) too are not exposed to living among the native speakers of English.

The 1969 Syllabus advocated the teaching of English through units of language because 'a language is a series of sounds, which, when put together in certain agreed ways, allow a group of people to communicate' (ibid). The principle of learning a language as advocated by the Syllabus is not through single sounds, but through a series of sounds (words) coming one after the other in a logical order carrying meaning. The words are those commonly cropping up in one's speech.

Teaching English to Papua New Guinean pupils in the past was based on using phrases and sentences (ibid) because the Syllabus assumed that we communicate in English, or any other language, by using sentences or phrases (ibid: p.9). Teachers were urged to present sentences in as appropriate context as possible so that the meaning of a sentence is clearly conveyed to the pupils.

The 1969 Syllabus grouped the whole of English into two types of analysis. These are (1) concept analysis in which concepts are graded from the simplest to the most complex or difficult. For example, the concept of tense in describing actions taking place in time. Expressions using the present continuous tense are simpler than expressions using future perfect continuous tense (ibid). (2) Structural analysis focuses on word components in sentences, analysing the functions of words. In the sentence, *I am singing*, there is a subject followed by a verb.

Previous practice in teaching and learning English in the primary schools was based on the principle of constant repeated practice of the correct forms of the language (ibid, p: 11). The Syllabus states that it is the only way to learn a language. Presentation of new sentence patterns was through oral and that teachers were advised to present new material by showing it working in a context of situation.

### 3.3 The Pacific Series

According to the Principal Curriculum Officer, English, Curriculum Development Division<sup>1</sup>, the Pacific Series (English program) was developed in order to meet the needs of Papua New Guinea's changing society. Its implementation in the then primary schools marked the replacement of Minenda Series (English program) which was considered to be based on the concepts of Western lifestyle. Many of the stories in the basal readers reflected this claim and thus posed a difficult situation for primary school children who found the foreign concepts difficult to understand. An example was a visit by Raka and Ranu to Sydney in the Standard 4 reader. However, English subjects in the Minenda Series correlated well with each other. An obvious example was the correlation between Reading lessons and the English broadcasts in Standard<sup>2</sup> Three. A series of school broadcast lessons were based on the stories from a reader called *Animal*

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<sup>1</sup> See Appendix 4

<sup>2</sup> Classes were known as *standard* just after the Standard Two Pacific Series program was published in 1968.

*Village*. A team of actors took the roles of various animals in the reader and provided models for the children to see how these animal-characters would have actually talked. This, in a way, enhanced children's understanding of the roles of individual animals in the reader and give them practice in hearing continuous passages of English conversation.

The Pacific Series was developed by different authors who had had experience in either teaching in primary schools or curriculum writing in Papua New Guinea. Curriculum materials were written for Preparatory to Grade Five. The *Grade Six Teachers' Notes for English, Using English Pupil's Books*, Readers and Supplementary Readers were written a little later on (1983). One significant part of the Grade Six material was that its design catered for the restructure of the school calendar from three terms a year to the present four terms. The whole series was not yet complete when changes were announced for another English scheme in the late 1970s.

A substantial number of books and materials were produced for the Pacific Series scheme. These included *Teachers' Notes for English* for each grade (Preparatory to Grade 6) which contained yearly programs and weekly lesson contents for *Language Drills, Written Sentences, Oral Composition/Communication/Expression, Written Composition/Communication, Spelling and Dictation, Handwriting/Writing, Reading and Grammar and Poetry* (Grade Five). The *Suggested Lesson Plans* section formed the final section of *Teachers' Notes for English* for each individual class. Each lesson content made reference to the appropriate suggested lesson plans for use by most teachers who needed them.

*Using English Pupil's Book* was produced for use by pupils in each grade from Standard Two to Grade Six. At the time of publication of these books, except for Grade Six which was published a decade later (Bloxam, 1983), Papua New Guinea education system followed a three term school calendar. *Using English Pupil's Book* was prepared for each term: Book 1 for Term 1, Book 2 for Term 2, and Book 3 for Term 3. These books were intended to assist teachers and pupils. They contained written activities for

Written Sentences, Written Composition/Communication, Handwriting/Writing, Spelling and Dictation, Reading, and some grammar. Teachers found the use of the books convenient because it saved a lot of time in chalkboard preparation. Children found the use of *Using English Pupils' Book* convenient as this enabled them to do written exercises at their own pace. The notion of *individual differences* began to emerge and teachers began to realise its importance, but found difficulty in making allowance for it in their planning and teaching as the design of materials would not allow it. Many teachers assumed that the development of the Pacific Series, particularly *Using English Pupil's Book*, catered for this. However, many of the language learning activities within the four language modes were structured and controlled, allowing no recognition of individual learning differences.

The Pacific Series reading programs for middle and upper primary children were planned around six lessons per week. The first lesson normally introduced children to the reading words for the week. These words appeared under the title of the story for the week in the basal readers. Various approaches such as look-and-say, using context clues, phonics, and others were used in teaching the words and phrases. General discussion of the title of the story prepared children for the week's story. Guided questions for teachers were included in the *Teachers' Notes for Reading (Standards 1 to Grade 3)* and *Teachers' Notes for English (Grade 4 to Grade 6)* to assist them in assessing pupils' understanding about the story, word meanings, inference, and so on. For the lower primary (Standards 1 - 2), these questions were in *Teachers' Notes for Reading*. Reading Lesson 2 for the week was quite important. It involved reading comprehension for the week's story in the basal readers and then a set of comprehension questions which were related to word meaning, inference, chronology of events in the story, and so on. Reading Lessons 3 to 5 in the week involved additional comprehension and other reading exercises for further development of children's reading skills which were in the *Using English Pupil's Book*. Reading Lesson 6 mainly allowed children to read supplementary readers. The stories in these readers supplemented children's reading

comprehension. In the lower primary, children were given more reading exercises to enhance their reading capacity.

Wall Charts (Language Drills and Composition) with general and sequence pictures were useful for oral and written work. However, some pictures represented foreign concepts<sup>1</sup> and were difficult for pupils to understand. Another disadvantage in the use of these charts was that the pupils' perceptions of what they learned were largely confined to these pictures. Therefore, the authenticity of applying the knowledge gained in real life settings was lacking. On the other hand the so called foreign pictures and concepts widened children's perspective of the world not directly around them.

The following is an extract from the back cover of the Grade Six Teachers' Notes for English (Bloxman, 1983) outlining the materials produced for the Pacific Series:

#### THE PACIFIC SERIES

A complete course designed to teach English to children whose background is that of the Pacific islands and whose mother tongue is not English.

##### PREPARATORY YEAR

Teachers Notes for Reading  
Teachers Notes for English  
Pre-reading Workbook  
Flash Cards  
Pre-reading Matching Aids  
Pre-writing Work Book  
Pre-writing Shapes  
Composition Pictures

##### GRADE FOUR

Teachers Notes for English  
Pupils Book: Using English Book 1  
Pupils Book: Using English Book 2  
Pupils Book: Using English Book 3  
Reader: The Rickshaw Men  
Supplementary Readers:  
1. Wrong Way Willie  
2. The Shark Prince  
3. Sports Day in the Village  
Language Drills: Yellow and Green  
Charts  
Composition Pictures

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<sup>1</sup> Outside local area and Papua New Guinea.



## STANDARD ONE

Teachers Notes for Reading  
 Teachers Notes for English  
 Reader: In the Village  
 Flash Cards for Reader 1  
 Picture Flash Cards for Reader  
 Reader: Round and About  
 Phonic Cards for Reader 2  
 Picture Flash Cards for Reader 2  
 Word Flash Cards for Reader 2  
 First Activity Book  
 Second Activity Book  
 Third Activity Book  
 Composition Pictures

## STANDARD TWO

Teachers Notes for English  
 Teachers Notes for Reading  
 Reader: To the Town  
 First Activity Book  
 Second Activity Book  
 Third Activity Book  
 Composition Pictures

## GRADE THREE

Teachers Notes for English  
 Teachers Notes for Reading  
 Pupils Book: Using English  
 Reader: The Great Dance  
 Supplementary Readers:  
 1. The Frightened Mouse  
 2. The Clever Jackals  
 3. Omar and the Plate  
 Language Drills: Red and Blue Charts  
 Composition Pictures  
 Hanamoa Writing Copybook

## GRADE FIVE

Teachers Notes for English  
 Pupil's Book: Using English Book 1  
 Pupil's Book: Using English Book 2  
 Pupils Book: Using English Book 3  
 Readers:  
 1. Coconut Baby  
 2. The Circus  
 3. The Spirit Tree  
 Supplementary Readers  
 1. Tales of Si Kabayan  
 2. The Piece of Glass  
 3. Bunda the Strong Wind  
 Reading Games: Pupils Book  
 Reading Games: Teachers Notes

## GRADE SIX

Teachers Notes for English  
 Pupils Book: Using English Book 1  
 Pupils Book: Using English Book 2  
 Pupils Book: Using English Book 3  
 Readers:  
 1. The Hermit and the Rajah's Crown  
 2. Idajojo the Giant  
 3. Spider Web Fishermen  
 Supplementary Readers:  
 1. Bombs on the Mountain  
 2. Ia Marik  
 3. Night in Kuta  
 Reading Games: Pupils Book  
 Reading Games: Teachers Notes

Picture cards, flashcards, and consumable items such as *Pupil's Pre-Writing Activity Book* and *Grade Three Pupil's Hanamoa Writing Copybook* were difficult to replace because they were expensive and were found to be difficult to distribute to schools on time. The replacement of consumable items placed a lot of economic constraints on Provincial Education Boards and Board of Managements.

A lot of effort was put into producing this wide range of materials in the hope of supporting effective English teaching. Teacher education programs in Teaching English as a Second Language were redesigned to accommodate the use of these materials in teaching English in primary schools. However, problems relating to the materials began to emerge as a result of the failure by Curriculum Officers to take account of the actual settings in the community schools. It was found that the Pacific Series was bulky and costly (see Appendix 4). Many schools found it difficult to replace consumable items and other texts like pupils' basal readers and supplementary readers, Using English Pupil's Book, Teacher's Notes for English, which were either damaged or taken away by teachers on transfer to other schools. These teachers do so on the assumption that the next schools may not have these materials in stock, and they believe that by doing so will help alleviate the problem of material shortage. Such a situation created problems for teachers in teaching English effectively and they encountered tremendous difficulties in putting up with incomplete sets. On many occasions, the schools which requested new Pacific Series material from Provincial Education Offices did not receive complete sets. The bulky nature of the materials created another problem. Many of the schools, which are in the rural areas, faced difficulties in storing the materials safely because many of the Pacific Series materials were in loose sets. These were found to be rather difficult to keep together in complete sets as many storerooms in community schools had no proper storage shelves, cupboards, and so on. In addition, many of the storage rooms were insecure because some had leaking roofs, others with broken walls posed a threat to perishable equipment like the flashcards, picture cards, phonic cards, and pre-writing shapes.

As well as the above problems related to the Pacific Series material, the approaches to teaching English were very much similar to those in Minenda Series. The oral subjects in particular shared similar approaches to teaching. Typical methods of drilling sentences in Language Drills lessons were found to be less stimulating because sentences were generally formulated without creating appropriate contexts in which they

were, or could be, used. Many teachers in primary schools were required to prepare most of the daily lessons on chalkboard. The design of the Pacific Series indirectly encouraged this and thus allowed children to read sentences, particularly from substitutional tables, that were prepared on chalkboard. This did not create the appropriate contexts like a sentence pattern on airport/airport terminal in which the sentences could have been practised meaningfully. Even if these were created, constant reference to the chalkboard made oral practice more artificial and without much sense.

Teaching children to spell words by using letter-sound (grapho-phonetic) relationship in various ways was a popular method the teachers used in teaching ~~Spelling~~. The aim was to enable children to utter the sounds of individual letters of words through rote. The above two approaches involved quite an extensive amount of rote learning and are examples of the similarities between the Pacific and Minenda Series. The situations in which these types of learning took place, particularly Language Drills lessons, were monotonous and without the support of a communicative context at most times. As a consequence of this, application of oral English skills in meaningful and relevant situations was lacking.

Children in rural areas seemed hesitant to use English at market places, in towns, shops, and other rendezvous when they met with friends and other people. Although they may have had some knowledge of English, children would have used one of the lingua francas - Tok Pisin or Hiri Motu, because it was probably comfortable for them to converse in one of these languages which would have been either the first language or the language of communication at home or within the local area. This meant that the children have the pre-conceived attitude of using English in formal (in the classroom and school) situations only, and this discouraged its (English) practice in a wider world.

Written work in Written Sentences in the Pacific Series focused on the individual approach through the use of *Using English: Pupil's Book*, though the contents were the same all children. Many exercises like sentence completion, matching, punctuation, questions and answers, correct order, conversions from singular to plural and vice versa,

contractions, grammar, and formulating sentences from substitutional tables (Bodman, 1972 & Bloxam, 1983) were prepared for children.

He My parents They	must go	home. gardening. fishing.
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The complexity of the written exercises varied. In the lower primary they were quite simple. As children progressed to higher classes, the exercises became complex. The use of *Pupil's Books Using English* was intended to enable children to be independent in their work and to progress at their own pace.

As previously stated, however, it seemed unlikely that the individual children's needs were actually catered for. Remedial lessons were planned upon the general analysis of the errors in the previous lessons and did not deal closely with individual children's needs.

The Written Composition lessons in the Pacific Series covered quite an extensive variety of subjects considered to be appropriate to each respective class. Approaches for lower primary classes varied from completion of sentences related to given pictures, writing related sentences about five to six framed picture sequence, an event, an action sequence or writing a composition about a topic. Other topical areas were included which depended on the complexity of the topics and children's ability to handle them. In the upper primary classes more complex approaches were engaged. These included personal and business letter writing, form filling, report writing, identifying main ideas in paragraphs, writing descriptive passages, ordering ideas in logical sequence, and so on.<sup>1</sup>

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<sup>1</sup> Bloxam, T. (1983). *The Pacific Series Teachers Notes for English - Grade Six*, Melbourne, Oxford University Press.

Other problems regarding the use of the Pacific Series arose when the structure of the number of years for primary schooling was reduced from seven years to six. This meant that the Preparatory and Grade One<sup>2</sup> materials were to be combined into a single set. A new syllabus was written in 1979 to cater for the change<sup>3</sup>, therefore the Papua New Guinea Department of Education needed to have permission from the publisher<sup>4</sup>, Oxford University Press (OUP), to have access to copyright so that a joint venture would be established to adapt the series. The failure by OUP to get approval from individual authors prompted the Department of Education in Papua New Guinea to decide to produce a new series. The problems in managing the effectiveness of distribution and storage of the materials encountered by various organisations like Provincial Education Offices, Board of Managements, Parents and Citizen Associations, and others like the school inspectors and teachers formed the bases for plans for improving the scheme. However, the idea was quashed due to disagreements mentioned earlier.

### **3.4 Our English Series for Melanesia**

#### **3.4.1: Principles of Teaching English - Our English Series for Melanesia Approach**

The trends in teaching English in the community schools in Papua New Guinea have changed the ways teaching is approached. Previous English programs taught English to pupils through repeating correct forms of English. At the beginning of the last decade, the English teaching approach was reviewed on the grounds of the findings of recent research and experimentation (Primary Language 1, 1989: 9). The new English program is believed to have been developed from the *whole language* approach which is called *holistic* approach to language learning.

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<sup>2</sup> At this time, the name 'Standard 1' was changed to 'Grade 1'.

<sup>3</sup> Refer to the letter from the Ministry of Education, Department of Education, 4. 2. 93 in Appendix 4.

<sup>4</sup> *ibid.*

Certain principles were identified to help pupils learn any language. In order to achieve this goal, language learning programs must be relevant to the needs of the learners, purposeful, and meaningful. There should be respect for individual pupils thus creating harmonious atmosphere in any learning situation. The establishment of this could help teachers to adjust the content and to make adjustments in the teaching plans. Showing respect for children's experience would enhance interest and learning in children.

Allowing children to experience all forms of language learning gives them the opportunity to learn and use language through meaningful practice. The concept of experimentation in language use would appear useful. They should be encouraged to take risks so a whole language teacher value as errors and miscues which are natural part of the learning process. The cultural impact which discourages making mistakes should be discouraged and educate pupils that a person learns from mistakes.

The Curriculum Development Division of the Department of Education in Papua New Guinea had given limited account of the principles upon which it had developed the new English program, other sources have described the holistic approach as the one in which learners are actively engaged in the most meaningful, effective and enduring learning. Kenneth Goodman (Weaver, 1990: 5), one of the whole language advocates worldwide, believes the whole language education philosophy provides a strong theory of learning and of language as a result of research from converging disciplines. He believes that

1. Language learning is easy when it's whole, real, and relevant; when it makes sense and is functional; when it's encountered in the context of its use; when the learner chooses to use it.
2. Language is both personal and social. It's driven from inside by the need to communicate and shaped from the outside toward the norms of the society.
3. Language is learned as pupils learn through language and about language all simultaneously in the context of authentic speech and literacy events.

4. Language development is empowering: the learners "owns" the process, makes the decision about when to use it, what for and with what results. Literacy is empowering too, if the learner is in control with what's done with it.
5. Language learning is learning how to mean: how to make sense of the world in the context of how our parents, families and cultures make sense of it.
6. In a word, language development is a holistic personal-social achievement.

Further investigation on how the principles of the holistic approach can be implemented in classrooms will be looked into in the later sections of the chapter.

One of the significant principles in the design of the series was the inclusion of a language-experience approach to the teaching of reading. The first six months of Grade One required a more intensive study of English. The knowledge gained during this period was supported, especially in the beginning stages of reading, with the use of Wall Charts and Big Books. Further reading activities, including word attack skills, were planned around the stories in the Flip (wall) Charts and were reinforced in writing. The contexts in which these are done reflect the *whole approach* to language teaching and learning. The four modes of language; *listening, speaking, reading* and *writing* are integrated very well and thus give more opportunities for reading, such as reading to the children, reading with the children, and children reading by themselves.

Our English Series for Melanesia (OESM) was designed with strict guidelines from the Department of Education. One of these outlined the compactness of the package that would accommodate all components which should arrive at destined destinations at the same time. This would, in a way, overcome the problems experienced during the distribution of the Pacific Series materials which was found to be logistically difficult to administer.

The following materials were produced for Our English Series for Melanesia:

### Grade One

Teachers' Guide Part 1  
 Teachers' Guide Part 2  
 Readers:  
 1. *At Home*  
 2. *At School*  
 Pupils Pre-Reading Activity Book  
 Pupils Pre-Writing Activity Book  
 Flip Chart  
 Flash Boards

### Grade Two

Teachers' Guide Part 1  
 Teachers' Guide Part 2  
 Teachers' Resource Book  
 Readers:  
 1. *Something For Me*  
 2. *Something For You*  
 3. *Something For Us*  
 4. *Something For Them*  
 1 Flip Chart  
 10 Flash Boards  
 Set of Handwriting Cards  
 Set of Reading Cards plus  
 2 Answer Cards  
 13 Permanent Charts

### Grade Three

Teachers' Guide Part 1  
 Teachers' Guide Part 2  
 Teachers' Resource Book  
 20 Reader 1: *Higher Than Kites*  
 20 Reader 2: *Faster Than Fish*  
 20 Reader 3: *Wilder Than Wolves*  
 20 Reader 4: *Smaller Than Ants*  
 10 Remedial Reader A: *Higher Than Kites*  
 10 Remedial Reader B: *Faster Than Fish*  
 10 Remedial Reader C: *Wilder Than Wolves*  
 10 Remedial Reader D: *Smaller Than Ants*

1 Set of Handwriting Cards  
 1 Set of Reading Cards plus  
 Answer Cards  
 1 Flip Chart  
 13 Permanent Charts

### Grade Four

Teachers' Guide Part 1  
 Teachers' Guide Part 2  
 Teachers' Resource Book  
 20 Reader 1: *Tales To Tell*  
 20 Reader 2: *People At War*  
 20 Reader 3: *Above The Clouds*  
 20 Reader 4: *On To Christmas*  
 10 Remedial Reader A: *Tales To Tell*  
 10 Remedial Reader B: *People At War*  
 10 Remedial Reader C: *Above The Clouds*  
 10 Remedial Reader D: *On To Christmas*

Set of 57 Handwriting Cards  
 Set of 130 Reading Cards with  
 Answer Cards  
 Set of 56 Comprehension Cards  
 with Answer Cards  
 13 Permanent Charts  
 10 Flashboards  
 1 Dictionary  
 1 Flip Chart



### Grade Five

Teachers' Resource Book	A set of 57 Handwriting Cards
Teachers' Guide Part 1	A set of 130 Reading Cards
Teachers' Guide Part 2	with Answer Cards
20 Reader 1: <i>Sasaki the Seagull</i>	A set of 50 Comprehension
20 Reader 2: <i>Terrapin Rescue</i>	Cards
13 Permanent Wall Charts	1 Dictionary
20 Reader 3: <i>Friends</i>	
20 Reader 4: <i>Bandicoots and Snakes</i>	
10 Remedial Reader A: <i>Sasaki the Seagull</i>	
10 Remedial Reader B: <i>Terrapin Rescue</i>	
10 Remedial Reader C: <i>Friends</i>	
10 Remedial Reader D: <i>Bandicoots and Snakes</i>	

**Grade Six** (yet to be printed).

The OESM was initially designed for children who have no knowledge of English when entering school for the first time. This is because the majority of children in Papua New Guinea live in the rural areas and are not exposed to English. The *holistic approach* (integrating all four language modes; listening, speaking, reading and writing) adopted by OESM integrates the English components taught at community schools. The approach is believed to involve children in meaningful learning activities. Most of what is learned in listening and oral subjects are integrated with reading and writing lessons. This, in principle, allows the children to apply the knowledge and skills they gain to write letters, scripts, poems, and so on.

The basal readers covered such sub-genres as humour, fantasy, legends, romance, and so on. The stories in the Supplementary Readers in particular are based on children's experiences at home (lower grades) and in the later part of middle and upper primary, topics are extended beyond home. Some stories in the Grade Five readers have fictitious characters, but the stories are based on non-fictitious issues such as preservation of the environment, conservation, social problems, and so on. Some of the issues are dealt with from different perspectives; endangered animals, plants point of view, and so on. Both the basal readers and the supplementary readers have colour

illustrations which did not follow a specific pattern. The type and size of font were consistent with those in the Community School Syllabus for English.

The Talking Drills component of the scheme places emphasis on oral work. This means that sentence patterns are supposed to be dictated to children rather than writing them on the chalkboard. When the latter is the case, there is the tendency that children may read sentences off the chalkboard using the sentence patterns from the chalkboard without making much sense in what they say. Formulation of sentences in such situations becomes too technical and often leads to meaningless practice and thus loses the authenticity of talking in real life settings. Although teachers are advised to introduce sentence patterns using appropriate teaching aids and materials in meaningful situations, this has not always been the case due to lack of enthusiasm to adjust the texts.

The OESM has adopted the 'phonics' approach in teaching Phonics/Spelling which is quite different from the Pacific Series approach. The introduction of words begins with pronunciation. Each word in a group of words in a lesson is pronounced several times. Children are asked to listen very carefully so that they should be able to say the words correctly. A group of words in a lesson normally have a common phonic element which is believed to be a significant aid for children in learning vocabulary. For example, the following words have the letters [ble] and the sound /bl/ common in them: *unable, disable, edible, and visible*. The common sound occurs at the final position of all the words. In some lessons the common sounds may occur at different (initial or mid) positions. Children are encouraged to use individual words in sentences and asked to identify words with the same phonic element. Many of these activities are generally carried out in artificial situations.

Reading and Handwriting are planned around individual work, enabling the children to progress at their own pace. OESM provides resources to cater for this organisation as well as developing independence in children. Reading is well provided for. There are sessions where each of the three mixed-ability groups have the teacher assisting with the lesson while in other sessions the children are independent. Instant

feedback, either from the teacher or answer cards, provide assistance to children in their learning. *Reading for Pleasure Series* and *Uninterrupted Sustained Silent Reading* (USSR) sessions give children opportunities to read suitable material which include newspapers for middle and upper primary children, library books, magazines for able children in middle primary and upper primary classes, and other relevant material that can broaden children's ability in reading. During these sessions teachers are urged to give children as many opportunities as possible to read (silently) with less (strict) supervision. There is normally no record keeping or written work. *Reading for Pleasure Series* is provided in the OESM Kit for schools to assist in children's reading. The Grade 5 Teachers' Resource Book (1992: p. 45) outlines the following as the purpose of USSR:

By giving children the opportunity to read, you will be helping to build their confidence in reading, consolidate their sight vocabulary, increase their reading speed, improve their general knowledge and, above all, get them to enjoy the reading experience.

Approaches to teaching Pre-Reading and Pre-Writing in first term of Grade One was almost the same as the Pacific Series. Children are taught pre-reading skills such as left to right eye movement in physical skills; differences in size, colour, direction, shape; identification of main ideas in pictures, order of events; beginning to read letters, words and short sentences, and so on. The use of the consumable *Pupils' Pre-Writing Activity Book* is very similar to the Pacific Series one. Pre-writing activities involve children in tracing pictures of animals, houses, trees, letters, letter combinations, words, short sentences and other shapes which enhance children's writing skills before embarking on life long writing. Such activities are vitally important as many Papua New Guinean children do not have any experience of writing prior to attending formal education in community schools. The outcome of these activities form the bases of individual children's writing skills and their attitudes towards writing.

During the early post World War period, English was gradually introduced in schools, particularly in the Government schools. To support the move, the Administration extended its ancillary services to aid English teaching and learning in the schools. During that time vernacular literacy for all children became an educational policy while English was introduced in the fourth grade. At a later stage, the use of vernacular or a common language was discouraged at school as this was seen to be interfering with children's progress in learning English. However, after realising the importance and the benefits of vernacular literacy, many communities, districts and provinces embarked on vernacular literacy programs and set up schools which were given various names such as Tok Ples Pri Skuls (vernacular pre schools), Prep Schools, Preparatory Schools, and Viles Tokples Skuls (village vernacular schools), but with the common goal of developing basic literacy and numeracy. Initial literacy in a language the children speak and understand, plus initial concepts of numeracy, health, and so on are continuously developed in the particular language (Tetaga, 1992: p. 3). The Community School Language & Literacy Newsletter 1/1991 ( p. 7) states similar views:

There has been a big change in Papua New Guinea's language policy over the last couple of years. We are now recognising that it is common sense to teach children to read and write in a language they understand before they learn a second language. We are recognising the cultural importance of language for each of Papua New Guinea's 869 cultures. In fact tokples is probably the most important and most easily recognised part of culture. We are now realising that tokples has an important role in the continuing education of a child, eg. in the songs that are sung, in discussions, in drama performances, in community projects, etc. We are now teaching children to be proud of their own language and culture. So while there should be times of the day where only English is used, there should be other times where Tokples can be used such as in Community Life, Expressive Arts and Agriculture lessons.

Because of the need for, and the developing practice of, vernacular literacy in the country, the Grade One OESM curriculum was rewritten to (1) avoid repetition of what children learn in *tokples skul* \* and (2) establish a bridging program between vernacular and English. The following materials were developed by the Curriculum Development

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\* Pre-schools using the language of the children/learners as the medium of instruction.

Division of the Department of Education in Papua New Guinea for the development of vernacular literacy and the bridging program:

**1. Draft Materials:**

Curriculum Guide for Tokples Preparatory Schools,  
 Grade 1 English Bridging Teachers' Guide,  
 Grade 1 English Bridging Teachers' Guide Part 1 Introduction Units 1 - 20,  
 Grade 1 English Bridging Teachers' Guide Part 2 Introduction Units 21 - 40.

**2. Programs:**

Presenter's Manual Using tok ples to learn how to read and write,  
 Participant's Workbook Using tok ples to learn to read and write.

These were distributed in the early 1990s to Community Teachers' Colleges and to community schools through Provincial Education Offices. This move was timely because the Ministry of Education was in the process of making a submission (Literacy and Awareness Secretariat, 1990) to the National Executive Council<sup>1</sup> for its approval of restructuring the Papua New Guinea education system. In its planned submission, the Ministry of Education proposed four levels of education from the present three. These are **Elementary** (Preparatory to Grade 2), **Primary** (Grade 3 - 8), **Lower Secondary** (Grade 9 - 10) and **Upper Secondary** (Grade 11 - 12) (Tetaga, 1992: 7)<sup>2</sup>. The outcome of the submission is not yet known.

One of the major problems that has resulted from the use of Grade One OESM material was its simplicity for urban children. It was found that the curriculum did not extend urban children because many of them are exposed to English through various forms such as being amongst people using it in their presence, through television, radio (audio-visual), and a variety of literature such as the Post Courier newspaper, childrens' own reading books, books from the school and public libraries, public exhibitions of

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<sup>1</sup> The decision making body of the Papua New Guinea government.

<sup>2</sup> See Appendix 6

writings during the PNG Literature Competitions, various comics, and so on. It is not known whether the urban schools and their authorities have plans to develop their own materials or not. This remains to be seen. However, in schools where the scheme is used, teachers are encouraged to be adaptable so that the needs of the children are well catered for.

The OESM materials have been written for Grades One up to Five. The Grade Six material has not been completed yet. It is anticipated that the materials will be completed soon and distributed for use in schools and Community Teachers' Colleges.

## **Conclusion**

The context of Teaching English as a Second Language at Community Teachers' Colleges in Papua New Guinea mainly involves student-teachers in learning the skills of teaching English in community schools. Part of the program entails the study and use of Teachers' Guides, Teachers' Resource Books and the OESM material. This means that student-teachers are exposed to observing demonstration lessons by lecturers and demonstration school staff. Preparation of lesson plans and associated materials for use during peer teaching sessions, micro-teaching or school experience as some Community Teachers' Colleges call them, and the practice teaching rounds give student-teachers practical experience of teaching as well as becoming familiar with the use of the materials.

After unifying the education system in Papua New Guinea, moves were made to develop an appropriate English scheme for primary school children. The Minenda Series was developed which replaced the Oxford English Course for Papua and New Guinea. The content of the former was based on Western lifestyle which created difficult situations for children to understand the concepts.

The Pacific Series was developed in order to alleviate some of these problems. The major underlying principle in the design of the scheme was to serve the needs of Papua New Guinea's changing society. However, the materials developed for the Pacific Series were bulky which had made the control of materials difficult to administer. Storage of the materials in schools and financial state of individual organisations like the Provincial Education Boards, Board of Managements and Parents and Citizen Associations made it difficult to retrieve and replace much needed materials.

The restructuring of the primary school education system in the late 1970s brought about major changes within the Pacific Series. The failure by Oxford University Press to get approval from the various authors instigated the move by Papua New Guinea Department of Education to develop its own English course for community schools. This move allows the Department of Education to own the scheme and thus have access to copyright. This allows it to adapt the program whenever the needs arise.

The OESM was further modified when individual communities, districts and provinces embarked on literacy programs. The Grade One materials were modified to avoid repetition of knowledge and skills learned in literacy classes in *tokples skuls*. New material was developed by the Curriculum Development Division to bridge the gap between vernacular literacy and English. The move can be considered timely because the Ministry of Education had made a submission to the National Executive Council for its approval to restructure the education system in the country. The outcome of the Minister's submission to the National Executive Council is yet to be known.

## **CHAPTER 4:**

# **DATA ANALYSIS FROM THE QUESTIONNAIRE**



## Introduction

This chapter is an analysis of the data collected from lecturers of Teaching English as a Second Language at Community Teachers' Colleges. There are four main sections, the first is the analysis of the Pacific Series with the sub-sections of Structural Design, Instructional Design, and the impact the Pacific Series English Curriculum had on the professional development of teachers and the way the pupils have learned and used English. The second section focuses on the analysis of Our English Series for Melanesia (OESM) with the same sub-sections as the Pacific Series with the addition of Preparation for the use of OESM. The third section is the comparison between the two English programs of learner centred activities, and the fourth section is a contrast to find out whether there is relationship between the two programs or not.

### 4.1. The Pacific Series English Program

The Pacific Series Teachers' Notes for English (PSTNFE) for Standards 1 to Grade 6 were planned under the following headings: *Introduction* gave general information about the book while *Term Programmes* showed the planned programs of components for each week in a term (division of the school year into 4 months per term), depending on the time allocation for each individual components. Most of the Pacific Series English program was planned for three terms which made up the PNG School Calendar. *Lesson Plan/Lesson Suggestion*<sup>1</sup> outlined the strategies for the presentation of the suggested lesson plans for the various English components (see below).

The components that made up the English program were Listening, Language Drills (Standards (Std)1 to Grade 5)/Talking Drills (Grade 6)<sup>2</sup>, Oral Composition (Std 2 to 4)/Oral Communication (Grade 5)/Oral Expression (Grade 6), Written Sentences,

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<sup>1</sup> Lesson Plan is used in Standard 2 while Lesson Suggestion is used in Grade 3 to Grade 6.

<sup>2</sup> Lessons in which community school children are taught to say sentences by drilling.

Spelling (Std 2 to Grade 6), Dictation (Std 2 to Grade 5), Pre-Reading (Std 1, Term 1), Reading, Pre-Writing (Std 1, Term 1), Writing (Std 2 to Grade 5)/Handwriting (Grade 6), Poetry and Grammar for Grade 5.

The first part or section of this chapter is an analysis of the PSTNFE, and has three sub-sections. The first of these is an investigation of the degree of difficulty the students and the lecturers may have encountered in following the layout (structural design) of the PSTNFE, while the second sub-section is an attempt to find out the degree to which the students, teachers, and the lecturers have understood the instructions (instructional design) in using the PSTNFE including the use of the materials. The third sub-section investigates the impact the Pacific Series has had on the way the children have been taught and used English as a result of the lesson presentations, particularly by teachers of demonstration schools and the practice teaching schools.

#### **4.1.1 The Structural Design of the Pacific Series Teachers Notes for English**

The Pacific Series Teacher's Notes for English were planned especially for primary school teachers: therefore it is assumed that the level of language used was believed to be suitable for them. As previously stated, the intent of sub-section 1 was to find out whether the student-teachers and the lecturers have found it difficult or easy to follow the structural design of PSTNFE. Although it can be assumed that one can acquaint oneself with the layout of a book like the Teachers' Notes for English over a period of time, the complications in following a book can have long term constraints on the morale of teachers and users which can, in turn, have adverse effects on the learners.

Brief or detailed teachers' guides may have a different impact on the way books are used by teachers. A detailed guide may generally be easy and helpful to follow while brief guidelines may be difficult. At the other extreme, detailed guidelines which generally contain a lot of information may be difficult to follow while brief guidelines may be easy to follow and give allowance for teachers to expand on the information

provided to suit learning of pupils. Each of the guidelines described above works in different ways for individual teachers depending on how individuals understand them. Detailed guidelines may be easy for some teachers to follow as the information could be informative while brief guidelines for these teachers may be difficult to follow because of less information available.

Scale: Difficult to follow  
 Moderately difficult to follow  
 Alright to follow  
 Moderately easy to follow  
 Easy to follow

(N = 11)

**Table 1.1: Structural Design of Pacific Series Teachers' Notes for English.**  
 A total of 11 samples responded.

Student-teachers			Lecturers	
Area / Topics	Response	Total	Response	Total
Introduction	Moderately easy to follow	7	Easy to follow	6
Term Programmes	Moderately easy to follow	5	Quite easy to follow / Easy to follow	5 & 5
Weekly Content	Moderately easy to follow	6	Easy to follow	6
Lesson Suggestions	Moderately easy to follow	6	Easy to follow	5
Use with associate material	-		Easy to follow	4
Other				

As shown in Table 1.1, the study has revealed that the *Teaching English as a Second Language* (TESL) lecturers who taught PSTNFE to student-teachers had made it easy for them to follow the layout and that this was obviously observed by lecturers while working with student-teachers during lectures and practical activities such as

lesson planning, programming weekly units of work, preparation of teaching aids and materials, and so on. On the bases of the findings, it may be concluded that lecturers' clear presentation of PSTNFE had helped student-teachers to use the books easily or the books were easy to follow without assistance, or , some mixture of these.

#### **4.1.2. The Instructional Design of the Pacific Series Teachers Notes for English**

Informal discussions constructed by the researcher with some teachers over a number of years had shown that the instructional design of PSTNFE had great impact on the way lessons were taught. As shown by the results of Table 1.2, teachers were neither restricted nor freed in their teaching by the approaches and formats in PSTNFE. However, six of the respondents have indicated that the instructional design had restricted a particular group of teachers as well as student-teachers who were on practice teaching. The additional remarks from the respondents described this group of teachers as those who are not fully committed to the profession because of the inability to understand instructions due to the limitations of their general education background. Other descriptions given were that these teachers felt more secure in having planned teaching and learning activities within the confines of the Pacific Series program. Similar descriptions were given for student-teachers on practice teaching. Eight of the respondents described the students as those who were forewarned by classroom teachers to retain the established practices and routines. Lack of teaching experience and unfamiliarity with the curriculum restricted students from adjusting the text to suit different contexts.

**Table 1.2: Instructional design of the Pacific Series Teachers' Notes for English. Did the design restrict teachers and students from adjusting the text program to suit particular context?**

(N = 11)

Group	Yes	No	Unsure	Total
Teachers	5	5	1	11
Particular group of teachers	6	4	*	10
Students on practice teaching	8	3	0	11

\* One respondent did not provide any response.

Further evidence from the study also reveal that many teachers have followed rigidly the suggested methods as laid down in the books because of the fact that it had been the established practice. Those who were new to the community school system followed very closely the directives of the Pacific Series because it was highly structured pattern of teaching that existed then. The inspection system for teacher appraisal had seemingly enforced the established practices by checking on records of work such as Yearly Programmes, Pupils' Assessment Records, Record of Pupils' Attendance, records for school based in-services, assigned extra curricula activities, and other areas like personal relationship with the community, professional development, and so on.

After eight years of community school teaching experience, and after having informal discussions with demonstration and practice teaching school staff over the past eight years as a teacher trainer, this author has found that inspecting officers generally ensured that teachers' planned programs followed closely those in the Pacific Series Teachers' Notes for English. This was because inspecting officers normally cross-checked teachers' records of work against the references teachers quoted from Teachers' Notes in order to make judgements.

**Table 1.3: Factors that may have led teachers to use PSTNFE as a rigid recipe rather than a professional guideline. A total of 12 samples responded.**

(N = 12)

Factor	Not a determining factor	A strong determining factor	Total
Teacher appraisal	5	7	12
Promotion	5	7	12
Established practices	1	11	12
No alternative method available	1	8	9*
Other factors	-		
Examinations	1	8	9*

\* For this particular item, only 9 responded.

#### 4.1.3 The Impact of the Curriculum Design

Documentation on Table 1.3 indicates that the fear of attaining an unsatisfactory Inspection Report<sup>1</sup> or Personal Report<sup>2</sup> from the inspecting officers had discouraged teachers from taking risks to experiment with other teaching methods. Further evidence from the study shows that the fear had had a lot of impact on teachers and that it had determined the rigid use of the PSTNFE which has hindered them in exercising flexibility in teaching. On the other hand, student-teachers and teachers who have rigidly used the PSTNFE teaching approaches believed the teaching methods offered in the PSTNFE were the only approved ones by the Department of Education and were therefore to be used as such. These were adopted in their teaching in spite of the fact that they were given suggested lesson plans only. The study results (Table 1.2) also show that some student-teachers failed to modify lesson plans before or during presentation

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<sup>1</sup> Teacher appraisal carried out to determine the effectiveness of a teacher's performance and when a teacher is disciplined for various reasons.

<sup>2</sup> Carried out to determine promotion.

because lecturers were insistent about the use of the plans as they were in the books. This trend still exists because lecturers generally believe that student-teachers lack the experience of using other teaching strategies. They feared that confusion and lower achievement in teaching performance would follow if the more flexible approaches were adapted.

Some staff of demonstration schools, particularly the practice teaching schools, were very conservative over the use of the suggested methods. The practice teaching school staff do not have student-teachers practising in their schools as often as the demonstration schools, therefore adjusting learning programs after practice teaching sessions could be difficult for teachers. This is likely the cause of their attempts to discourage student-teachers from using alternative methods during practice teaching in spite of their preparations to do so. Many of these teachers were those who persisted in the use of the methods they were accustomed to. The reason for such a directive was that the established classroom routines and practices were not interrupted during and after the practice teachings.

**Table 1.4: What impact did the curriculum design of PS have on teachers' professional development?**

(N = 12)

Professional Area	Yes	No	Unsure	Total
Competence in language use	2	7	3	12
Reflect on and review teaching strategies	3	7	2	12
Broadened language teaching perspectives	3	4	5	12
Plan and organise appropriate teaching strategies	4	5	3	12
Potential to assist colleagues with language teaching problems.	4	5	3	12

The influences of the Pacific Series curriculum had affected the users of Teachers' Notes for English in the way they have understood the content of the books and this may have had a lot of impact on the way children were taught. The results from the study (Table 1.4) indicate that the curriculum design of the Pacific Series program does not appear to have developed teachers' professional competence nor broadened their perspective in using English to plan and organise appropriate language teaching strategies. This can be explained in two ways; firstly, the teachers' limited education background had not enabled them to understand fully a wide range of language uses while teaching it. Secondly, the structural and instructional designs had restricted teachers from adapting the suggested lesson plans provided for them in the Pacific Series Teachers' Notes for English.

According to the findings from the study (Table 1.5), teachers' lack of professional competence in language use had adverse effects on the way they taught children to learn and use language. The findings of this study has also revealed that children at demonstration schools and practice teaching schools were unable to adjust language use to different contexts and settings, although some may have had reasonable command of English. The latter children were able to use language appropriately to some extent in new settings.

**Table 1.5: What impact did the curriculum design of the Pacific Series have on children's learning?**

(N = 12)

Area	Yes	No	Unsure	Total
Use English with reasonable degree of accuracy	5	4	3	12
Converse in English in appropriate contexts/settings	5	6	1	12
Use English fluently and with competence	2	8	2	12
Use English in more appropriate contexts	1	6	4	11*
Cope with learning in other subjects	3	3	5	11*

\* Only 11 of the samples responded for these particular items.



Text review has revealed that there is no attempt in the PSTNFE to make explicit the principles of language study and teaching incorporated in the program. The study results on Table 1.6 show that had these underlying principles were made explicit, it would have helped lecturers and student-teachers to a great extent in planning and developing appropriate teaching strategies as well as assessment of children's learning.

**Table 1.6: The underlying principles of language and language teaching in the Pacific Series. Would these be helpful if they were made explicit?**

(N = 12)

Area of Professional Development	Yes	No	Unsure	Total
Planning and developing teaching strategies	9	1	2	12
Planning assessment of children's learning	6	1	4	11*

\* One respondent did not provide response.

In spite of the so called 'failures' of the Pacific Series curriculum design for effective language teaching, the lecturers' use of PSTNFE, as it was, in teaching students in planning teaching approaches and selecting appropriate methods for teaching was an advantage to the students. The student-teachers' ability to use PSTNFE well in lesson planning and programming, for example, a term's/year's work indicates their understanding. The content of language in PSTNFE was practically understandable and this was consistent across the English components.

**Table 1.7: Disadvantages or advantages in the use of the Pacific Series English scheme. A total of 10 samples responded.**

(N = 10)

Area	Advantage	Disadvantages	Total
Planning teaching approaches and methods	1	9	10
Lesson planning and programming by students	1	9	10
Demand for additional teaching aids & material	2	8	10
Consistency of subject matter	5	5	10
Understanding & using the content	1	9	10
Other	0	0	0

## 4.2 Our English Series for Melanesia

The OESM program is aimed at the 'average' student. Teachers are asked to judge for themselves the type of assistance they need to give to less able students and the sort of additional learning opportunities they should provide for the more able students. Other instructions suggesting ways of assisting pupils to use language are also stated in the Teachers' Resource Books. These include the use of Permanent Charts (similar to Wall Charts) which are usually accompanied with Word Charts and can be used with any lesson. These charts can be displayed in the classrooms to assist pupils writing stories, oral language activities, and so on.

Organising excursions for pupils to visit, for instance, plantations, rivers, beaches, reefs, factories, and so on, is a valuable asset as experiences gained through such visits are likely to generate discussion. Excursions also enhance pupils' thoughts and ideas of the topic when writing reports or stories about their visits.

Inviting visitors and speakers to talk to the pupils is a valuable contribution towards children's learning. These sessions not only help generate discussion, but also help broaden pupils' understanding of the roles the visitors and the speakers play in the community. These visitors and speakers could be social workers, agricultural officers, health workers, post office staff, and so on.

Another approach suggested to assist pupils in their learning is the use of puppets to dramatise the roles (role play) of certain people and animals. Its use creates an atmosphere in which shy persons can be encouraged to participate in oral activities. The use of puppets creates fun for pupils and can enhance learning and widen their understanding of the reasons why things happen.

Preparation to use the OESM English program got under way prior to disseminating the material. As part of the exercise, Community Teachers' Colleges conducted in-services for Teaching English Methods lecturers on the use of the new OESM English program including its material and also conducted workshops in preparation for the OESM program before it was disseminated to them.

#### **4.2.1 The Structural Design**

The structural design of OESM Teacher's Resource Book (Grade 2 to 5) and Teachers' Guide Part 1 plus Teachers' Guide Part 2 (Grades 1 to 5) has *Introduction*, *Weekly Overview*, *English Overview*, *Listening*, *Talking Drills*<sup>1</sup>, *Written Sentences*, *Oral Expression*, *Pre-Reading*, *Reading*, *Pre-Writing*, *Handwriting*, *Phonics/Spelling*, and *Written Composition* as the main sections. The content of the English program is prepared in Teachers' Guides Part 1 and Teachers' Guide Part 2. These resource books were designed especially for use by community school teachers and are therefore, according to the findings, easy to follow by TESL lecturers who have better general education background than the community school teachers.

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<sup>1</sup> The component is known as Talking in Grades 3 to 5.

Scale: Difficult to follow  
 Moderately difficult to follow  
 Alright to follow  
 Moderately easy to follow  
 Easy to follow

(N = 14)

**Table 2.1: Structural Design of Our English Series for Melanesia. It shows the degree of difficulty in using OESM by both the lecturers and students.**

Areas	Lecturers		Student-teachers	
	Level	Total	Level	Total
Introduction	Moderately easy to follow	8	Moderately easy to foll	6
Weekly Overview	As above + easy to follow	7	Easy to follow	5
English Overview	Easy to follow	7	Alright + easy to foll	5 + 5
Listening	Easy to follow	7	Moderately easy to foll	6
Talking	Easy to follow	7	Moderately easy to foll	5
Written Sentences	Easy to follow	7	Moderately easy to foll	7
Oral Expression	Moderately easy to foll.	7	Moderately easy to foll	6
Pre-Reading & Reading	Moderately easy to follow	8	Moderately easy to foll	6
Pre-Writing & H/writing	Moderately easy to follow	8	Moderately easy to foll + easy to follow.	5 + 5
Phonics/Spelling	Easy to follow	7	Easy to follow	6
Written Composition	Moderately easy to follow	7	Alright + Moderately easy to follow	5 + 5
Use of related materials	Moderately easy to follow + easy to follow	6 + 6	Alright to follow	5

The structural design of Our English Series for Melanesia (OESM) is convenient and easy to follow. The student-teachers and teachers of demonstration schools have found the instructions in the Teachers' Resource Books and Teachers' Guides easy to follow. The factors which have made this possible are the pre-planned lessons with well

stated objectives of learning outcomes, good integration of English components with other subjects are the attributes of following the instructions well.

It is understood that from the advice of the English Section of the Curriculum Development Division that the OESM program was planned and developed on the principles of language experience approach. This means that language learning activities were based on the experiences of the pupils. This has given the pupils some autonomy over their own learning.

Although teachers are advised in the Teachers' Guides to adapt the teaching methods to suit the needs of individual or particular groups of pupils, the teachers have followed the instructions as a recipe and were not eager to adapt the content although told to do so.

Teachers at demonstration and the practice teaching schools fail to recognise flexibility<sup>1</sup> in assessing learners' performance so that adjustments might be made to modify lessons to suit particular contexts. Well set out teaching plans and teachers' restricted ability to understand and use language tended to have prevented teachers to acting flexibly.

Persistence of the established traditions of teaching have also contributed towards teachers' failure in adaptability. The study has found that directives from supervisors and inspecting authorities have encouraged teachers to follow the instructions as routines.

Similar practices have also existed in the Community Teachers' Colleges. The study has found that many student-teachers followed the instructions very closely because of advice from lecturers that they lacked the experience of classroom practice to use methods that are not identical to the suggested ones. The student-teachers were urged to follow the teaching plans closely so that they get themselves acquainted with the OESM material.

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<sup>1</sup> The ability to assess learners' level of performance and the use of relevant material so that the lesson content and teaching strategies are modified to suit the needs of the learners.

These practices are further enforced by teachers in the practice teaching schools who discourage student-teachers in using other teaching methods. One of the reasons given by the sample is that the teachers in practice teaching schools need time for remedial lessons after the practice teaching sessions were over. It was feared that these would use up the time that is planned to teach other aspects of the English program before the examinations at the end of the school year.

Teacher appraisal, desire for promotion to higher positions, continuous use of the routine practices, and the lack of creativity have contributed towards the rigid use of the Teachers' Resource Books and the Teachers' Guides.

The OESM language package neither broadened teachers' perspectives of language teaching and learning nor the competence to use language at a higher level.

#### **4.2.2 The Instructional Design**

In light of the simplicity in using the books, the study has found that other factors like pre-planned lessons with well stated objectives of the learning outcomes, good integration of the elements of the English program, and the clear layout of work and information has made it easy to use both the Teachers' Resource Book and the two Teachers' Guides as well as the general OESM kit.

On the other hand, some factors have made it difficult for both the lecturers and student-teachers in using the two resource materials. Although the structural layout of OESM teachers' resources is easy to follow, the respondents have described the design as being restrictive and found them to have hindered student-teachers from adapting the lesson content to particular students and individuals regardless of their desire to do so.

**Table 2.2: Does the instructional design restrict teachers' ability to adjust the text program to particular context?**

(N = 13)

Answer	Total
Yes	3
No	7
Unsure	2

One respondent did not answer.

At times, many student-teachers were unable to use appropriate vocabulary for composition topics due to lack of in-depth knowledge of content and lack of classroom practice experience. This often resulted in student-teachers' inability to adapt the lesson content to suit the needs of individual and particular groups of children. Another factor stated by the respondents included the impact the design has on the teachers and student-teachers in the way the Teachers' Resource Books and the two Teachers' Guides are used.

Having two separate resource materials (Teachers' Resource Book and Teachers' Guides) is inconvenient at times because if one of the books is misplaced, this can place an extra and difficult burden on the teachers who are very much dependent on both books. A lot of time can be wasted in planning alternative lessons which are not often planned well and effectively.

### **4.2.3 The OESM Reading Program**

The respondents have criticised the OESM Reading Timetable (see Appendix 5) because of the insufficient time allocation and the confusion and difficulty it creates in managing the program. Time allocation for the dual activities in a lesson is insufficient and has resulted in lessons which do not develop reading skills, but fulfill the requirements of the Reading Timetables.

The program is designed purposely to allow children to do extensive reading and to encourage them to complete the assigned exercises at their own pace, an approach which is similar to the previous Pacific Series English program in which the children completed written exercises in Using English Pupil's Book. Although the present English program places emphasis on child-centred activities, that is, children doing more reading with a wider variety of activities than before (Appendix 4), the remarks from the study indicate that the children's learning outcomes are very much the same as for the previous program.

### **4.2.4 The Impact of the Instructional Design**

Every Community Teachers' College (CTC) in Papua New Guinea has either one or two demonstration schools for practical purposes. The staff of demonstration schools, in collaboration with the teaching method lecturers at CTCs, provide demonstration lessons in a real classroom situation for student-teachers. These sessions are planned in order to broaden students' thoughts and ideas and build on past experiences in planning for future practices in the demonstration schools and in schools where longer practice teachings are carried out. During these times student-teachers are given the opportunity to take charge of a whole class and thus experience the role of a classroom teacher. The duration of practice teaching sessions vary from college to college, but the average time would be around three teaching weeks twice in a year (30 days).



During practice teaching sessions, lecturers normally supervise students teaching various lessons. When not supervising and conferencing with students, some lecturers take time to observe teachers teaching. Seven of the respondents have stated that classroom teachers are unaware of the fact that lesson plans in the Teachers' Guides and Teachers' Resource Books can be adapted to suit the needs of the children. The reasons given by the respondents state that the teachers' failure to see flexibility is due to their inability to expand what is given in the content of the lessons and the lack of performing professional responsibility. The layout of the lesson plans in the Teachers' Guides and Teachers' Resource Books may have also contributed towards teachers' failure to acknowledge flexibility in the design of the material.

**Table 2.3: Acknowledgement of flexibility in the design of OESM. Were the teachers aware of this?**

(N = 12)

Answer	Total
Yes	3
No	7
Unsure	2

A few of the teachers who were flexible in their teaching had adapted the teaching suggestions in OESM and integrated children's achievements with other subjects. Other explanations from the study state that because of certain similarities between teaching approaches and the organisation of learning activities of both the Pacific Series and Our English Series for Melanesia, many teachers have retained the teaching styles of the Pacific Series for their operational assumption and have followed routine practice for convenience and professional safety. These are applied in teaching OESM content. These

teachers are quite conservative and, if attempts were made to adapt the lesson plans, they would probably find it difficult, or be hesitant, to do so.

The teaching approaches and methods used by teachers of demonstration and practice teaching schools are drawn directly from the Teachers' Guides and Teachers' Resource Books. One explanation given to the reason for using the two Teachers' Guides rigidly is to allow student-teachers to familiarise themselves as much as possible with the use of the materials before taking up teaching positions in schools. Unfortunately this practice is likely to have contributed towards student-teachers adopting the approaches and consequently use the resource material rigidly.

#### **4.2.5 The Impact of the OESM Curriculum Design**

Instructions in the Teachers' Resource Book, Teachers' Guide Part 1, and Teachers' Guide Part 2 for each respective class from Grade 1 to Grade 5 outline information for teachers on how the books are to be used. The Teachers' Resource Books (Grades 2 to Grade 5) contain lists of activities, games and lesson plans<sup>1</sup> which can be used by teachers to assist them in teaching the main areas of Listening, Talking, Reading, Written Sentences, and Phonics/Spelling. The Teachers' Guides Parts 1 and 2 provide Daily Programme of lessons to be taught during the week. The Daily Programme section in the Teachers' Resource Book refers teachers to how a particular activity or a game or a lesson plan is to be followed. Not much information has been provided to show how teachers can adapt any or all activities to suit local conditions<sup>2</sup>, but teachers are urged to do so because they are in a better situation to make judgements of the pupils' capacities so that the necessary measures are taken in order to improve learning.

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<sup>1</sup> Grade 3 Teachers' Resource Book, page 3.

<sup>2</sup> *ibid.*

**Table 2.4: Factors that may have determined the way OESM Teachers' Guides and Teachers' Resource Books were used as a rigid recipe rather than professional guidelines.**

(N = 14)

Factors	Not a determining factor	A strong determining factor	Total
Teacher Appraisal	3	11	14
Promotion	4	10	14
Established practices	2	12	14
No alternative methods	6	7	13*

\* One respondent did not provide an answer.

According to the respondents, teacher appraisal, promotion, continuous use of the established practices, and the teachers' lack of initiative and creativity have strongly determined the rigidity in the use of Teachers' Guides and Teachers' Resource Books. Teacher appraisal and inspection has a lot of bearing on the rigidity of using the books for the same reasons disclosed in the Pacific Series section of the chapter.

**Scale:** Never allowed  
Rarely allowed  
Sometimes allowed  
Often allowed  
Always allowed

(N = 14)

**Table 2.5: To what extent do the English components allow learner participation?**

Subject	Response	Number of Responses
Listening	Sometimes allowed + Often allowed	5 + 5
Oral Expression	Often allowed	6
Talking	Sometimes allowed	5
Written Sentences	Sometimes allowed + Often allowed	5 + 5
Written Composition	Often allowed	5
Reading	Often allowed	6
Phonics/Spelling	Sometimes allowed	5

From the results of the study (Table 2.5), it is found that the content of the components in OESM contribute towards children's learning and this is evident in the way they apply their knowledge in other learning situations<sup>1</sup>. Additional remarks by the respondents show that children are responsible for their learning in Listening, Oral Expression, Talking, Written Sentences, Written Composition, Reading, and Phonics/Spelling. It is assumed that these components will involve children in active participation at most times. This indicates that the content of the components, and the English program as a whole, is developed within the language needs of the Papua New

<sup>1</sup> Ballard, M. 1988. 'Group Work in Reading - A Key to Increased Literacy' in Education Gazette No: 5/6, June/July, p. 5.

Guinean children in mind. In other words, the content is planned around the experiences and needs of the children and that learning within these contexts is regarded to be of common utility.

**Table 2.6: Does the OESM design develop teachers in the following areas?**

(N = 14)

Professional area	Yes	No	Unsure	Total
Competence in language use	5	5	4	14
Reflect on and review teaching strategies	6	5	3	14
Broadens language teaching perspectives	6	6	2	14
Plan and organise appropriate teaching strategies	6	6	2	14

The respondents showed divided reactions on the impact the overall OESM design has on professional development of teachers. The results of the study (Table 2.6) suggest that the use of the Teachers' Resource Book and Teachers' Guides neither broadened teachers' language teaching perspectives nor gave them the competence of using language at an advanced level. The same can be said for the teachers' ability to reflect on and review teaching strategies in order to plan and organise appropriate language teaching strategies that involve learners in active participation.

**Table 2.7: Does the OESM design develop children's learning in the following areas?**

(N = 14)

Area of Development	Yes	No	Unsure	Total
Use English with reasonable degree of accuracy	7	4	3	14
Converse in English in appropriate settings	7	6	1	14
Use English fluently and competently	4	7	3	14
Use English in appropriate contexts	4	7	3	14
Cope with English in other subjects	6	2	5	13*

\* Only 13 of the respondents responded to this item.

Although the findings from the study do not show encouraging results in the areas on teachers' professional development, there is indication of some improvement in pupils' oral and written English. However, it cannot be claimed that the improvement is of major significance because the earlier findings regarding teachers' professional development are not encouraging. From the respondents' remarks, the minor improvement in pupils' English usage appear to be the result of pupils' attitudes towards learning and this had enabled them, to some extent, to cope with studies in other disciplines.

**Table 2.8: Does the step-by-step presentation of lesson content reflect the contexts in which children practise language?**

(N = 14)

Response	Total
Yes	3
To some extent	5
No	6
Unsure	0

As previously stated, the lessons are pre-planned in Teachers' Guides as examples, not templates, to assist teachers to develop the content of individual lessons with appropriate settings. Although this was the expressed intention, the study has revealed that teachers have been rigidly following the plans and are not quite comfortable with extensive adaptation of the teaching methods outlined in the Teachers' Guides. On the bases of the findings from the study, a conclusion can be drawn that many teachers follow the lesson plans rigidly in their presentations.

The OESM adopts the language experience approach of teaching.<sup>1</sup> The lesson plans are designed to accommodate this approach and the Teachers' Resource Books (Grade 3, page 3) emphasise the importance of allowing the children to do most of the talking in oral activities while the teachers facilitate their learning by every means.

The content of most of the language program is structured around many of the children's daily life experiences. The composition stories and pictures, oral language activities, written composition topics and activities in other English components like Listening, Reading, and Story Telling reflect these.

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<sup>1</sup> Appendix 4.

**Table 2.9: Does the explicitness of the underlying theories of language and language teaching in OESM assist users in teaching the program in the following areas?**

(N = 14)

Professional Area	Yes	Sometimes	No	Unsure	Total
Planning and developing teaching strategies for particular settings	4	6	4	0	14
Planning assessment of children's learning	3	5	6	0	14
Evaluating teaching performance and the OESM content	3	5	6	0	14

### **The Intention of the Study**

The intent of the research was to find out the extent of assistance the language experience approach has provided the lecturers, student-teachers, and teachers of demonstration and practice teaching schools in planning and developing appropriate teaching strategies, the evaluation of teaching effectiveness, and how these can help them to plan assessment of children's learning as well as planning remedial lessons to cater for any weaknesses.

The study has found that the language experience approach has helped the teachers and demonstration school teachers to some extent. These teachers planned teaching methods which were based on the experiences of pupils' backgrounds and language experiences.



**Table 2.10: Relevance of the selected topics for learning English in PNG.**  
(N = 14)

Subject	Yes	No	Unsure	Total
Listening	9	3	2	14
Oral Expression	10	2	2	14
Story Telling	11	1	2	14
Written Composition	10	2	2	14

The findings on Table 2.10 show strong support for the topics selected by OESM as those that are relevant to the common life experiences of the children. Where for some reasons this is not the case, some teachers are able to adapt the content and the teaching methods to suit the needs of the children.

The OESM material was designed and developed by the staff of the Primary English Section of the then Curriculum Unit of the National Department of Education in Port Moresby. The Grade One OESM Kit was the first to be developed and disseminated to education institutions (Community Teachers' Colleges and community schools (including demonstration schools)) during the early 1980s. But prior to doing so, a number of in-services<sup>1</sup> and workshops<sup>2</sup> were held for teachers, lecturers, school inspectors, and others in order to familiarise them with use of the materials. According to the results from the study, nine of the fourteen respondents have indicated that Community Teachers' Colleges undertook some form of preparation before and after the material was disseminated to them. The preparation was mainly conducted during in-services seminars and workshops for the staff of English Departments. Some colleges selected personnel who attended centrally organised in-services or workshops and upon

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<sup>1</sup> Formal sessions conducted by curriculum officers during which teachers, lecturers, school inspectors were taught the uses of OESM materials.

<sup>2</sup> A formal sessions where teachers, lecturers, and school inspectors were taught the uses of OESM materials as well as been involved in using them.

return to each respective college, these officers conducted in-services or workshops for the staff members on how to organise and use the OESM program. Models of lesson preparation and presentation were the highlights of these sessions.

#### **4.3: A Comparison of Learner-Centred Activities between the Pacific Series and the OESM programs**

Section 3 of the study compares the extent of child-centred activities between the Pacific Series and Our English Series for Melanesia programs in Listening, Oral Composition/Communication/Expression, Language/Talking Drills, Written Sentences, Written Composition/Communication/Expression, Reading, Writing/Handwriting, Spelling/Phonics and Dictation. In the OESM analysis, additional subjects of Pre-Reading and Pre-Writing are included.<sup>1</sup>

The purpose of the study of this particular section is to analyse the extent of child-centredness in the activities the two English programs have provided in the subjects previously outlined. It is anticipated that an explanation will be derived from the responses as to why one or both programs may/may not allow child-centred activities.

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<sup>1</sup> It is noted that Oral Expression had been overlooked in the OESM analysis, and was not detected till the questionnaires were returned.

Scale: Never allowed  
Rarely allowed/s  
Often allowed/s  
Allowed/s at most times  
Always allowed

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(N = 14)

**Table 3.1: The extent of provisions of learner-centred activities by Pacific Series and OESM**

Subject	Pacific Series		Our English Series for Melanesia	
	Response	Total	Response	Total
Listening	Seldom/often/most	4 + 4 + 4*	Allows at most times	9
Oral Comp/Comm/Exp	Allowed at most times	5	-	-
Language/Talking Drills	Allowed at most times	5	At most times	8
Written Sentences	Often allowed	7	Allows at most times	8
Written Comp/Comm/Exp	Often allowed	7	Allows at most times	7
Pre-Reading	-	-	Allows at most times	8
Reading	Often allowed	9	Allowed at most times	9
Spelling/Phonics & Dict'n	Often allowed	6	Allows at most times	7
Pre-Writing	-	-	Allows at most times	9
Writing/Handwriting	Often allowed	6	Allows at most times	9

Analysis of the individual subjects for Pacific Series on the above Table show that 4 respondents have indicated that the activities in Listening seldom allowed child-centredness; 4 said its activities often allowed this; while another 4 have indicated Listening activities allowed learner-centredness at most times. Oral

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\* That the total highest number of responses for this particular item were the same for Seldom allowed, Often allowed, and allowed at most times.

Composition/Communication/Expression allowed learner-centredness at most times as indicated by 5 of the respondents. Language Drills has same results. As shown by Table 3.1, the following subjects often allowed learner-centredness: Written Sentences, Written Composition/Communication/Expression, Reading, Writing/Handwriting, Spelling and Dictation. A total of 12 respondents responded to this particular item.

For the OESM analysis, there is consistency in the way the sample has responded to this item. As shown by the results on Table 3.1, the study has found that the OESM English program allows learner-centredness at most times. The OESM program was designed to allow learners to be more involved during the learning process and that the approaches selected by OESM cater for this.

Pre-Reading and Pre-Writing are not part of the comparison in the Pacific Series analysis because both components were previously taught in Preparatory class before the duration of primary education was reduced from seven years to six. The Preparatory class was phased out of the education system somewhere between the late 1960s and early 1970s. It is thought that the results gathered from both components in the analysis would not be a true reflection, and at the same time, many of the respondents would not have had experience in using them either at Community Teachers' Colleges or community schools. Another reason for not including both components is that the Standard One PSTNFE did not have the two components. Separate preparations were made by the then Curriculum Unit to amalgamate the two programs. Since then, there has been no publication by the publisher, Oxford University Press, of the amalgamation. Even if the Curriculum Unit had published a guide for that matter, the analysis of it would not serve the purpose of this study.

The OESM has provided Handwriting activities on individual Handwriting cards. There are instructions on the cards informing pupils how to use them. Pupils improve their skills in writing at their own pace. Records of cards completed are kept by individual pupils in their record books. Similarly, some reading exercises on Reading Cards are treated in the same way.

#### 4.4. Is there any relationship between the Pacific Series and Our English Series for Melanesia programs?

Chapter 3 outlines the findings of the respondents of the relationships they have noted in areas like the structure of language content, teaching methods and approaches, and so on between the two programs. This is to find out the relevance of using the Pacific Series material with OESM. This chapter also states whether there are any gaps or not between the two programs as well as the range of variety of activities in the English components.

**Table 4.1: Is there any continuity between Pacific Series and OESM in the following areas?**

(N = 14)

Area	Yes	No	Unsure	Total
Approaches to Teaching	9	1	4	14
Structure of Content	7	2	5	14
Language Learning Situations	8	1	5	14
Other	0	0	0	0

The results from the study in Table 4.1 show that nine of the fourteen respondents have noted relationships in the teaching approaches in most of the English components while seven have indicated that there is relationship in the situations in which language teaching and learning take place. Other results on Table 4.1 show that there is continuity of teaching approaches, structure of content, and language learning situations from Pacific Series to OESM. It is suggested from the study that not much change had taken place within the areas previously stated. The little change that has taken

place between the two English programs would appear to explain the reasons for some teachers' continued use of the teaching methods and approaches from the Pacific Series program.

**Table 4.2: Would like to retain aspects of the Pacific Series curriculum to be used with OESM?**

(N = 14)

Response	Total
Yes	9
No	2
Unsure	3

The respondents were asked what aspects of the Pacific Series program they would like to retain if similarities between the two English programs exist. Analysis of the data reflected in Table 4.2 show that they would like to retain the following aspects: Using English Pupil's Book (Books 1 to 3 in Grades 2 to 6), approaches to teaching Oral and Written Composition as well as the related materials, the basal and the supplementary readers, and the use of the stories from the readers in teaching English.

With regard to whether gaps like structure of language, teaching methods and approaches, and so on, between the Pacific Series and OESM exist or not, seven of the thirteen respondents have indicated that they are unsure to make a judgement because of lack of understanding on the part of the lecturers.

**Table 4.3: Is there a possibility of gaps existing between the Pacific Series and OESM?**

(N = 13)

Response	Total
Yes	4
No	2
Unsure	7

The extent of the variety of activities in the English components in the two programs was given some attention to find out how each program provides for pupils' language needs. Five respondents did not respond and there is no clear indication why this is so. It is doubtful whether this is simply a 'couldn't care less' attitude or the kinds of gaps the author had in mind were not made explicit. The conclusions made from the analysis may not be a true reflection of the views of the samples. However, the figures from the analysis presented on Table 4.4 show that both programs have almost the same degree of variety in the activities provided for pupils' learning.

The respondents were allowed to provide additional comments throughout the questionnaire in case the questions restricted them from providing full responses. About five of the fourteen respondents have stated that they were not aware of whether there were gaps or not between the two English programs. Four have stated that there were no gaps between the two programs. However, five have actually stated gaps such as the level or, if not, the standard of English used in the Pacific Series program is much higher than Our English Series for Melanesia; Pupils' Books in the Pacific Series program encouraged pupils to work independently without much supervision; and so on.

**Table 4.4: Extent of the variety of activities in the Pacific Series and OESM.**

Subject	Pacific Series		OESM	
	Response	Total	Response	Total
Listening	Some variety	5	Some variety	5
Oral Comp/Express	Some variety	5	Some variety	4
Language/Talking Drills	Some variety	5	Little variety	5
Written Sentences	Some variety/ Quite a variety	3 + 3	A little variety + Some variety	4 + 4
Written Composition	Quite a variety	3	Some variety	4
Reading*	Some variety	5	Some variety + A wide variety **	3 + 3
Pre-Reading	Some variety	5	Quite a variety + A wide variety **	3 + 3
Phonics/Spelling + Dictation	Some variety	3	Some variety + Quite a variety + A wide variety	3+3+3
Writing / Handwriting	Some variety	4	A wide variety	4
Pre-Writing	Some variety	4	Little variety	4

**Note:** A total of 9 samples responded for Pacific Series.

\* Only 8 of the 9 samples responded.

A total of 11 sample responded for OESM.

\*\* Only 10 of the samples provided answers.

The findings from the analysis show that there is not much difference in the variety of activities in the English components from the two programs. It can be concluded that the present English program (OESM) has retained most of the learning activities, but has modified these in order to cater more for the needs of the pupils.



## Conclusion

From the observations of lecturers, it can be said that the structural and instructional designs of the Pacific Series Teachers' Notes for English were found to be easy to follow by student-teachers. The additional comments from the sample revealed that this was evident during practical activities during classes and the preparation sessions for school experience. The study has found that the main reason that ma PSTNFE easy to follow by student-teachers was the result of lecturers' clear presentation of its use during lectures.

From the additional remarks from the respondents one can state that lecturers' evaluation of teachers' use of PSTNFE in community schools, particularly teachers from the practice teaching schools, indicate that instructions and teaching methods were rigidly followed because of directives from supervisors and inspecting authorities. The inspection system for teacher appraisal has been found to have had a lot of influence in the way teachers have taught and organised learning activities. The fear of receiving an unsatisfactory inspection, personal report or reprimand reinforced the way PSTNFE was used and the reasons why the teachers retained the established practices. The notion of adaptability seemed to have diminished within the teaching profession as the fear of receiving unsatisfactory teaching reports tended to over-rule their attempts to be flexible in their teaching.

The instructional design of PSTNFE has also contributed quite remarkably towards teachers' rigid use of the methods and approaches. Although there are instructions allowing teachers to adapt teaching methods, teachers were found to have not accepted this. The general assumption is that the instructions have allowed PSTNFE to be followed closely without much variation.

Inputs from teacher training programs had short term effects on student-teachers as their knowledge and skills were influenced greatly by the routine classroom patterns that were already in existence. Even if the PSTNFE had explicitly stated the theories of language teaching and learning, the remarks from the study have revealed that teachers' general understanding of language use would not have enabled them to teach language effectively.

Unlike the findings for the Pacific Series Teachers' Notes for English, the study has revealed that Our English Series for Melanesia's structural design is a little easier to use by student-teachers and teachers at demonstration schools. Similar results were obtained for the instructional design of the Teachers' Resource Books and Teachers' Guides. However, some of the instructions are found to be restrictive and this had hindered some teachers from adjusting the content and teaching approaches to cater for pupils' learning. Pupils are found to have attained similar learning outcomes as those achieved in the Pacific Series program.

The overall design of the OESM English program is found to allow pupils to be immersed in learner-centred activities which are assumed to develop critical thinking in pupils. Many pupils at demonstration schools and some in practice teaching schools showed some ability to apply critical thought.

Although OESM directives explicitly urge teachers to adapt content to suit the needs of the pupils they teach, the study has found that many teachers, particularly in the practice teaching schools, still use OESM methods rigidly for the same reasons given in the Pacific Series section of the study. OESMs emphasis on children doing a lot of reading has brought about problems in managing the activities in the Reading Timetable which has been described as being difficult. More time is needed for its effective implementation.

The results from the study have revealed that OESM allows learner-centred activities more time than those in the Pacific Series. This has been the result of the careful selection of approaches that are used by the OESM program. The Pacific Series composition and reading materials have been recommended to be retained and used in the OESM program.

There is some relationship between the Pacific Series and the OESM programs in teaching approaches for some subjects like Oral and Written Compositions, and Language/Talking Drills. The extent of the differences in the change from Pacific Series to OESM is not found to be large while the lecturers have indicated their doubts as to whether gaps exist between the two programs.

## ***CHAPTER 5:***

# ***RECOMMENDATIONS AND CONCLUDING COMMENTARY***

## Introduction

This chapter aims to state the recommendations that have emerged as a result of the findings from the study. However, it should be mentioned prior to the recommendations that some of the respondents did not reply to some question items. The reasons for these are difficult to discern. Although many of the respondents were sent reminder letters, it may be assumed that they did not spend much time to think over the questions as expected before responses were given. The second assumption is that the structure of questions may have hindered the sample from understanding what was expected in the responses. This is most likely the cause of some of the contradictory responses given by individual respondents where they were asked to state reasons for their answers. The additional remarks have not always represented the views as indicated by the ticks, particularly where respondents were asked to state reasons for the answers they have chosen.<sup>1</sup>

## 5.0: Recommendations

In view of the findings that are common between the two programs, the following areas are worth considering by the Heads of English Departments and the TESL lecturers at Community Teachers' Colleges, officers of the Curriculum Development Division, Provincial Education authorities, and the policy makers of the National Department of Education:

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<sup>1</sup> For example, sample 5, Part 2, Question 14(a): How effective is the individualized- learning approach ... ? 14 (a). Could this be improved? Yes ( / ). How? Some children do not even know how to read. Teachers are not able to assist because they are simultaneously on one group.

## **1: At Community Teachers' College level**

1. There needs to be more research done by both the student-teachers and lecturers into the ways children learn both first language and second language. Particular attention should be focused on the way Papua New Guinean children learn a common language or Tok Pisin and Hiri Motu. Student-teachers should be made aware of the situations in which learning takes place, and how this can be related to how children can best learn English.
2. An analysis of the traditional styles of teaching and learning in the Papua New Guinea society, and the styles of learning adopted by OESM program should be made to arrive at a new teaching and learning strategies that are more suited to the children in a community school classroom.
3. Student-teachers be given more guided practice to adapt lesson content. That this be done by actually visiting schools to assess the needs of the pupils so that learning programs are plan and developed within these needs. Such a practice would be useful for the pupils to utilise their knowledge within the community, province, the nation, and perhaps internationally after leaving school.
4. There should be more consultation between the Community Teachers' Colleges and the practice teaching schools to provide assistance to student-teachers who wish to make the most out the practice teaching sessions. Likewise increased consultation between the student-teachers and staff of these schools is needed so that students' teaching skills are developed to a maximum level. Where particular staff in the practice teaching schools are found to be incapable of assisting student-teachers, they should be encouraged to seek assistance from colleagues who are capable to do so. Staff who are not able to assist should not look down upon themselves as failures.

## **2: Provincial Education level**

1. Community school teachers should be encouraged, supported, and guided by supervisors and the inspecting authorities to use the printed curriculum materials to the best of their abilities. Although teachers are being encouraged by curriculum writers to adapt content of some curriculum material, supervisors and inspecting authorities should relax their approaches towards the way teachers use the curriculum material thus allowing them flexibility and maximum use of the materials for effective learning.
2. The inspecting authorities should be more helpful in guiding teachers who need more attention in modifying guidelines appropriately rather than being inflexible. The need is for a more pleasant atmosphere in which teachers can perform their utmost to provide meaningful learning for pupils.
3. During the National In-Service Training (NIST) week teachers should reflect on the purposes of their teaching and whether the pupils' benefit from their learning or not. Assessment of pupils' learning should be an ongoing process. Beside testing at the end of teaching a unity of work, assessment and feedback of pupils' performance should be progressive so that there is constant development of pupils' learning.
4. Teachers who are creative and wish to adapt and extend lesson content should be encouraged by supervisors and inspecting authorities and should be given as much assistance as possible. In schools where this is obviously the case, these teachers should be allowed to help other teachers as a reward for their assistance and promotion of learning.
5. The services of Community Teachers' College staff should be utilised by community school staff during the week. Emphasis should be on the underlying principles of teaching and learning language so that teachers have a better understanding of the selected teaching approaches and how better output of pupil performance can be achieved.

6. Teachers should be encouraged to avoid being pedantic and restricting children's learning to the books and materials provided by the National Education Department. Other means of providing for pupils' learning should be given attention and be encouraged.

### **3: At National level**

1. The inspection system for teacher appraisal in the community schools needs to be reviewed. Peer assessment may be an alternative method for teacher appraisal which is worth consideration or it might be included as one part of teacher appraisal. Teachers who are due for inspection or personal reports would be reasonably assessed by the peers since those peers will know more about the teachers than the visiting inspectors and will be able to take a formative assessment approach which will be professionally helpful. Inspectors, because of their infrequent visits, have to take a more summative assessment approach which has more difficulties in supporting nuanced change in professional performance.
2. There needs to be a review of some of the approaches to teaching English in the community schools. Community Teachers' Colleges, with the appropriate curriculum authorities, need to work out strategies to do this. The Talking Drills, Oral Expression, Reading and Written Sentences are the main components that need attention. The language experience approach does not appear to have been understood in practice. This is not surprising, perhaps, because it requires a more individualised organisation of teaching and learning than the traditional teaching the culture has supported.



3. That student-teachers and practising teachers should be more exposed to the new strategies and flexible planning once these have been worked out, and that their experiences be shared by other staff members during school based in-services.
4. Having in mind the poor state of supplies of teaching materials in community schools in the country, Community Teachers' Colleges should be encouraged to prepare teachers with the necessary skills to use the new approaches, and that the graduates should also be encouraged by the inspecting authorities and the supervisory staff at schools to implement the new approaches.
5. Student-teachers and teachers who are capable of using English creatively, for example through purposeful letter writing, relating teaching to current world events like South Pacific Festival of Arts, World Cup Soccer, Olympic Games, Annual District Shows, and so on that may be of interest to the interest of the pupils should be encouraged to do this. Student-teachers and teachers be encouraged to use other relevant texts and materials to enhance teaching and learning.

### **5.1: Concluding Commentary**

This study has explored the conventions of teaching and language (mainly English) learning through the use of approaches and materials produced by the Curriculum Development Division of the National Department of Education in Papua New Guinea. The focus has been on the use of teachers' resource materials in the Teaching English as a Second Language course as part of the teacher education program at Community Teachers' Colleges. Some attention has also been given to the traditional teaching approach in a typical Papua New Guinea society to explore the reasons of learners' behaviour towards certain learning situations which may be a hindrance to their learning. The purpose is to try and uncover the impeding factors so that the discoveries can be used to improve the quality

of teacher training, particularly in the TESL course, so that English is effectively taught at community schools.

Three strands of teaching and learning had been looked at in the study from the teachers' and the learners' perspectives. Firstly, the traditional style of teaching and learning in a traditional village setting in Papua New Guinea has shown a few important points which are quite important. The children and young people are taught knowledge and skills partly through theory, but largely through practical activities. Participation in these activities (theory and practice) are under the supervision of the elders. The study has noted that the learners undergoing learning in a traditional village setting are generally expected not to ask questions, but to listen to elders and carry out activities that are required of them. Errors created by learners during practical activities are attended to by elders as a means of answering questions. Some elders allow the young to ask questions although this is not a normal practice. In such circumstances, questions are structured carefully so that these are not offensive. Asking questions of elders is generally regarded as not having trust or disapproval of what is being taught.

Secondly, the influential learning approach brought by the foreign Christian missions was yet another that took a deficit view of the learners. Much of the learning was through rote approach as the missionaries saw the learners as having little or no knowledge of their (missionaries) expectations. The use of the rigid model (rote approach) by the missionaries was used in a hope that repetition of, for example, words and sentences would help the learners to learn and remember the things that they were taught. The practical activities in which the learners were involved in the so called "parroting" of words, sentences, and so on, were conceptually different from the approaches used by the elders in a traditional village setting. The rote model did not allow much learner participation to experiment and discover for themselves what was being taught. Teaching was a one way process - from the teacher to the learner.

Thirdly, the recent approaches introduced by the Department of Education presented yet another different way to teaching and learning. In the latest approaches, teachers are urged to provide meaningful learning activities and involve the learners thus modifying content of lessons to suit the contexts in which learning takes place. However, the study has found that teachers are reluctant to do so for various reasons. Some of these include teachers' assumptions of using the given methods as they are because they are better than those the teachers may plan; that the plans are used rigidly because supervisory staff and inspectors normally persist about using the methods and approaches in the teachers' resource books, and that in doing so safeguards teachers for professional security; modification of lesson content is generally regarded as a job for the curriculum writers and that teachers feel apprehensive if they attempt to modify content; cultural implications of 'take what is given' is obviously influential in this context. Many teachers simply use what is given to them by the lesson writers rather than analysing the learning situations and make appropriate changes to the lesson content.

Present teacher education programs should take account of the cultural implications, teachers' common assumptions about the use of the suggested teaching approaches and methods, teachers' incompetences to adjust lesson content, flexibility in varying teaching approaches to allow maximum learner participation, and so on, should be the highlights of the Teaching English as a Second Language course. The content knowledge of the nature and uses of language are equally important and should not be substitutions of the former.

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## *APPENDICES*

Appendix 1:

Questionnaire

# **SCHOOL OF EDUCATION**

## **UNIVERSITY OF TASMANIA**

### **RESEARCH QUESTIONNAIRE**

In recent years there have been significant changes to the materials used to teach English in Papua New Guinea schools. The Education Department began phasing out the *Pacific Series* at the beginning of 1980 and gradually replacing it with *Our English Series for Melanesia*. All grades, except Grade 6, have now been using the new series.

These changes have affected teacher trainers and trainee teachers in terms of what they do and the ways in which they assess their work. This questionnaire seeks to find out the professional effects of these changes in preparation of teachers in Papua New Guinea.

The questionnaire attempts to note how the change from *Pacific Series* to *Our English Series for Melanesia* has been effected by lecturers in Community School Teachers' Colleges. The information will be useful to teacher educators and educational administrators in reviewing the present practice of teaching English and in the ways in which teachers are assisted in improving their practice and student outcomes.

## QUESTIONNAIRE

This questionnaire is in four parts. Part 1: The *Pacific Series-Teachers Notes for English*, Part 2: *Our English Series for Melanesia* (OESM), Part 3: *Comparison*, and Part 4: *Relationship*. Where boxes appear, respondents are asked to place a tick ( / ) in the box representing their view. In some cases respondents are asked to provide reasons for choosing their response.

### NOTE

1. The amount of space for answers is not quite consistent. This is obviously so due to the layout determined by the computer. Use whatever space is available. (Use the back pages if you require more space. Please mark your answers clearly if this is the case).
2. Where references are made to 'teachers', the researcher has in mind those in Demonstration and practice teaching schools used by the colleges.

### PART 1: THE PACIFIC SERIES

The structure in the design of the *Pacific Series-Teachers Notes for English* (PSTNE) from Standards (Std) 1 to Grade (Gr) 6 are: **Introduction**, **Term Programmes**, weekly content of individual lessons and **Lesson Suggestions**. The details of daily lesson content are stated under each subject; Listening, Talking (Grade 6 only) / Language Drills (Std 2-5), Oral Composition (Std 2-4) / Oral Communication (Std 5)/Oral Expression (Grade 6), Written Sentences, Written Composition (Std 2-4 & Gr 6)/Written Communication (Std 5), Spelling (Std 2 - Gr 6) & Dictation (Std 2-5), Reading, and Writing (Std 2-5)/Handwriting (Grade 6).

1. The student-teachers have found the layout of the following areas in the *Pacific Series-Teachers Notes for English* (Std 1 - Gr 6) : (Place a tick in one of the boxes that represents your answer.)

<u>Areas</u>	difficult to follow.				easy to follow.
Introduction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Term Programmes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Weekly Content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lesson Suggestions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. You have found the layout in the following areas of the *Pacific Series Teachers' Notes for English (Std 1- Gr. 6)*

<u>Areas</u>	difficult to follow.			easy to follow.	
Introduction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Term Programmes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Weekly Content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lesson Suggestions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use with associated materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Did the instructional design in the *Pacific Series Teachers' Notes for English* restrict teachers from adjusting the text programme to particular contexts?

Yes ☐. How is this evident? No ☐. Unsure ☐.

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4. Does the previous question apply to a particular group of

(a) teachers in classroom practice?

Yes ☐ No ☐ If your answer is 'yes', describe this group of teachers.

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(b) student-teachers in classroom practice during practice teaching?

Yes ☐ No ☐ If your answer is 'yes', describe this particular group of student-teachers.

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5. What factors may have led to teachers' using the *Pacific Series Teachers Notes for English* as a 'rigid recipe' rather than professional guidelines?

	Not a determining factor	A strong determining factor
Teacher appraisal	<input type="checkbox"/>	<input type="checkbox"/>
Promotion	<input type="checkbox"/>	<input type="checkbox"/>
Established practices	<input type="checkbox"/>	<input type="checkbox"/>
No alternative method available	<input type="checkbox"/>	<input type="checkbox"/>
Other factors (please specify)	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>	<input type="checkbox"/>	<input type="checkbox"/>

6. What impact did the curriculum design of the *Pacific Series* have on

(a) the professional development of teachers? The *Pacific Series* allowed them to

	Yes	No	Unsure
be competent in language use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
reflect on and review teaching strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
broaden their language teaching perspectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
plan and organise appropriate language teaching strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
have the potential to assist colleagues with language teaching problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(b) children's learning? The *Pacific Series* enabled the children to

	Yes	No	Unsure
use English with reasonable degree of accuracy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
converse in English in appropriate settings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
use English fluently and with competence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
use English in more appropriate contexts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cope with learning in other subjects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. The step-by-step procedures of presenting various lessons for the subjects (Talking Drills, Written Sentences, Spelling, etc.) are explicitly stipulated under 'Lesson Plan/Suggested Method' in the *Pacific Series Teachers Notes for English* for each class.

To what extent did the Pacific Series allow the use of language in new situations?

None ☐ ☐ ☐ ☐ ☐ Greater extent

8. If the underlying principles of language and language teaching in the Pacific Series were made explicit, would these have assisted you and the student-teachers in

(a) planning and developing teaching strategies?

Yes ☐ No ☐ Unsure ☐

(b) planning assessment of children's learning?

Yes ☐ No ☐ Unsure ☐

9. Did you find the following areas to be *disadvantageous* or *advantageous* in using the *Pacific Series* English scheme?

	Disadvantage	Advantage
Planning teaching approaches & methods.	<input type="checkbox"/>	<input type="checkbox"/>
Students' lesson planning & programming.	<input type="checkbox"/>	<input type="checkbox"/>
Demand for additional teaching aids & materials.	<input type="checkbox"/>	<input type="checkbox"/>
Consistency of subject matter across English subjects.	<input type="checkbox"/>	<input type="checkbox"/>
Understanding the content.	<input type="checkbox"/>	<input type="checkbox"/>
Other (Please specify)	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>



PART 2. OUR ENGLISH SERIES FOR MELANESIA

The main structural design of *Teachers' Resource Book* (Grades 2 to 5) and *Teachers' Guides Parts 1 & 2* (Grades 1 to 5) are Introduction, Weekly Overview, English Overview (Grades 2 & 3), Listening, Talking, Written Sentences, Oral Expression, Reading (including Remedial Programme), Pre-Reading and Pre-Writing<sup>1</sup>, Handwriting, Phonics/Spelling, Written Composition.<sup>2</sup> Each subject title is followed by a series of lesson plans.

1. Do you find the layout of the following areas in *Our English Series for Melanesia* (Grades 1 - 5)

Areas	difficult to follow?			easy to follow?	
Introduction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Weekly Overview	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English Overview	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written Sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oral Expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pre-Reading/Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pre-Writing/Handwriting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Phonics/Spelling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written Composition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of related materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other. (Please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<sup>1</sup> Taught in Grade 1 in Terms 1 & 2 (Semester 1).  
<sup>2</sup> Not taught in Grade 1.

2. From your observation during lectures and preparations for practice teaching, do the student-teachers find the following areas in *Our English Series for Melanesia*

<u>Areas</u>	difficult to follow?			easy to follow?	
Introduction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Weekly Overview	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English Overview	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written Sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oral Expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handwriting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Phonics/Spelling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written Composition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of related materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other. (Please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. What other factors have made it  
(a) easy for you and the student-teachers to use OESM?

(b) difficult for you and the student-teachers to use OESM?

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4. Does the instructional design in OESM restrict teachers' ability to adjust the text programme to particular contexts?

Yes ☐. Please give reasons for your answer. No ☐. Unsure ☐.

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5. From your observation of the way *Our English Series for Melanesia* was used by the teachers of demonstration and practice teaching schools, were they able to see 'flexibility' in the design?

Yes ☐. How did this flexibility show? No ☐. What could be the reasons?

Unsure ☐.

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5a. To what extent do the subjects in *Our English Series for Melanesia* allow for learners to take initiatives? For instance, do the materials allow teachers to encourage student activity and talk?

	Never allowed learner initiative			Always allow learner initiative	
Listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oral Expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written Sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written Composition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Phonics/Spelling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

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6. To what degree could the following factors determine the way in which the teachers use the *OESM Teachers Guides* and *Resource Books* as a 'rigid recipe' for classroom practice rather than professional guidelines to be adjusted to meet particular students' needs?

	Not a determining factor	A strong determining factor
Teacher appraisal	<input type="checkbox"/>	<input type="checkbox"/>
Promotion	<input type="checkbox"/>	<input type="checkbox"/>
Established practices	<input type="checkbox"/>	<input type="checkbox"/>
No alternative method available	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>	<input type="checkbox"/>	<input type="checkbox"/>

7. From your analysis of the overall design of *Our English Series for Melanesia* what impact does it have on

(a) the professional development of teachers? OESM enables teachers to

	Yes	No	Unsure
be competent in language use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
reflect on and review teaching strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
broadens language teaching perspectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
plan and organise appropriate language teaching strategies?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(b) children's learning? OESM enables them to

	Yes	No	Unsure
use English with reasonable degree of accuracy?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
converse in English in appropriate settings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
use English fluently and with competence?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
use English in more appropriate contexts?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cope with learning in other subjects?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. The step-by-step procedures of presenting various lessons for the subjects (Talking Drills, Written Sentences, Phonics/Spelling, etc.) are explicitly stipulated in *OESM Teachers Guides* and *Teachers' Resource Books*.

Does this approach reflect the contexts in which children learn and practice language?

Yes ☐ To some extent ☐ No ☐ Unsure ☐

9. The underlying theories of language and language teaching in the design of *OESM* are quite explicit. Do these assist you and the student-teachers in

(a) planning and developing teaching strategies for particular settings?

Yes ☐ Sometimes ☐ No ☐ Unsure ☐

(b) planning assessment of children's learning?

Yes ☐ Sometimes ☐ No ☐ Unsure ☐

(c) evaluating your teaching and the content of *OESM*?

Yes ☐ Sometimes ☐ No ☐ Unsure ☐

10. The theories of language and language learning in many of the Papua New Guinea cultural contexts adopted by *OESM* are

irrelevant ☐ ☐ ☐ ☐ ☐ very relevant

Further comments:

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11. Before *OESM* was disseminated to appropriate educational institutions, your College was

not prepared ☐ ☐ ☐ ☐ ☐ ☐ ☐ well prepared  
to use them in preparing teachers.

12. Describe the nature of preparations, ( eg. workshops, in-services, etc.), your College undertook. If there were no preparations undertaken by your College, what were the reasons for these?

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13. How relevant are the selected topics to learning English in Papua New Guinea? That is, are the topics relevant to the common life experiences of the learners in community schools?

	Yes	No	Unsure
Listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oral Expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Story Telling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written Composition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments			

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14. The 'Reading' component of the scheme places emphasis on individualised-learning with 'book-flood' as a means of supporting the approach. How effective is the individualised-learning in

	Ineffective				Very effective
catering for individual children's needs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
supervising & assisting children in class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
enabling children to be independent learners?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
developing reliability in children?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 14a. Could this be improved? Yes ☐. How? No ☐. Unsure ☐.

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15. The *OESM Teachers' Guides* present content in the form of lesson plans. This approach is

- (a) ☐ helpful to teachers in planning and teaching.
- (b) ☐ not helpful to teachers. Restricts teachers from being flexible.



16. *Our English Series for Melanesia* may have taken for granted that lecturers, particularly the senior lecturers of English, are familiar with the linguistic and learning theories behind the selection of the teaching methods used in *Teachers' Guides- Parts 1 & 2 (Grades 1 - 5)* and *Teachers' Resource Books (Grades 2 - 5)*.

Is this true or not true?

True ☐ Not true ☐ Unsure ☐

17. General comments with regard to using *Our English Series for Melanesia*.

PART 3: A COMPARATION BETWEEN ‘THE PACIFIC SERIES’ AND ‘OUR ENGLISH SERIES FOR MELANESIA’

1. To what extent do the two series allow for “learner-centred” activities?

(a) The *Pacific Series*

	Never				Always
Listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oral Expression/Composition, etc	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language Drills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written Sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written Composition/Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing/Handwriting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spelling & Dictation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(b) *Our English Series for Melanesia*

	Never				Always
Listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talking Drills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written Sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pre-Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written Composition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Phonics/Spelling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pre-Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handwriting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**PART 4: RELATIONSHIP BETWEEN ‘THE PACIFIC SERIES’ AND ‘OUR ENGLISH SERIES FOR MELANESIA’**

1. Is there any continuity between the *Pacific Series* and *Our English Series for Melanesia*?

	Yes	No	Unsure
Approaches to teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Structure of content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language learning situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. From your experience in using both English schemes, are there aspects of the *Pacific Series* you would like to retain? Tick one box only.

Yes ☐. What are these?      No ☐. Why?      Unsure ☐.

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3. Do you find any gaps (eg. approaches to language teaching / learning, materials, etc.) between the *Pacific Series* English scheme and *Our English Series for Melanesia*?

Yes ☐. Can you describe where the gaps occur?      No ☐.      Unsure ☐.

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4. Indicate with an “x” for Pacific Series and a “ / ” for OESM on the row of boxes for each subject to show the extent of the variety of activities.

	No variety			A wide variety	
Listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oral Composition/Expression, etc. <sup>1</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language/Talking Drills <sup>2</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written Sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written Composition <sup>3</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pre-Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Phonics/Spelling <sup>4</sup> & Dictation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handwriting/Writing <sup>5</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pre-Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<sup>1</sup> The Pacific Series has used Oral Composition, Oral Communication and Oral Expression. OESM uses the latter right across the grades.

<sup>2</sup> In the Pacific Series this is called ‘Language’ and in OESM it is called ‘Talking’.

<sup>3</sup> Similar to 1 above for written work.

<sup>4</sup> OESM adopts this name while the Pacific Series used Spelling & Dictation.

<sup>5</sup> The Pacific Series has used Writing for most of the grades except Grade 6. OESM uses Handwriting throughout all grades.

**5. General Comments:**

Consider the types of approaches each English program adopted, quality of material, effectiveness and meaningful learning, and others.

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## **Appendix 2:**

**Letter to Research and Evaluation Unit,  
Department of Education, for its evaluation of the  
questionnaire.**

c/- School of Education,  
University of Tasmania,  
G.P.O. Box 252C,  
Hobart. Tasmania 7001  
Australia

7 June 1993.

The Director,  
Research & Evaluation Unit,  
Department of Education,  
Private Mail Bag,  
Boroko. N.C.D.  
Papua New Guinea

Dear Dan,

Thank you very much for agreeing to assist me with my research project. As you will recall my visit to your office early this year and a fax sent to you on May 17th, 1993 about my work, I have now completed the preparatory stage on my questionnaire.

My intention in the research project is to find out the differences in the curriculum design of *The Pacific Series* and *Our English Series for Melanesia* rather than the strengths and weaknesses as stated in the fax.

I have chosen you to look through the questionnaire because of the wide experience you have as a teacher educator in Teaching English as a Second Language and as the Head of Research & Evaluation Unit.

I would welcome your critical comments on:

the formulation of the questionnaire  
the layout of the questionnaire  
the content of the questionnaire  
possible repetitions  
possible omissions.

I hope that my project will provide significant information for teacher educators and educational policy makers. I realise that it is a long document but I believe, given the selected sample of respondents, this should not prove a serious difficulty. I am anxious that the survey will be as powerful as possible.

I will be very grateful indeed for any comments and advice you can offer. I am hoping to be able to send out the questionnaire in late June.

Looking forward to hearing from you soon.

Yours sincerely,

NOPA RAKI

### Appendix 3:

A Letter to Senior Lecturers in English,  
Community Teachers' Colleges in Papua New  
Guinea.



**c/- School of Education,  
University of Tasmania,  
G.P.O. Box 252C,  
Hobart. Tasmania 7001  
Australia**

\_\_\_\_ June 1993.

\_\_\_\_\_  
Teachers' College,

**P. O. Box**

## Papua New Guinea

Dear Colleague

As part of my post-graduate studies, I am carrying out a research project into the effects of the changes to the English curriculum materials and how these have affected the way in which English is taught in schools in Papua New Guinea. The changes came into effect about 1980 when the Grade 1 Our English Series for Melanesia kits were disseminated to Teachers' Colleges and Community Schools.

The enclosed questionnaire is for lecturers who have had used both *The Pacific Series* and *Our English Series for Melanesia* in the Teaching English as a Second Language (TESL) programmes.

I am eager to have your responses to the questionnaire. I would be grateful if you could complete and return it to the above address as soon as possible.

Yours faithfully,

**Nopa Raki**

## Appendix 4:

Letter from Kate, Ministry of Education,  
Department of Education.



MINISTRY OF EDUCATION, DEPARTMENT OF EDUCATION

TELEPHONE: 246403  
TELEGRAM: TLX NE22193  
TELEX: NE22193  
FAX: 255902  
ACTION OFFICER: K. Deutrom

P S.A. HAUS  
PRIVATE MAIL BAG  
P.O.BOROKO. N.C.D.  
PAPUA NEW GUINEA

DATE: 04. 02. 93.

Our Ref:EC 2-1-1

Mr Nopa Raki  
School of Education  
University of Tasmania  
GPO Box 252C  
Hobart Tasmania 7001

Dear Nopa

Re. your queries:

1. Pacific Series

Find enclosed introduction to 1969 syllabus which should help to answer your queries (b) (c) and (d). I suspect that the Pacific series was developed in order to make the course more relevant to a changing PNG. I am not aware of any formal in-services or evaluations for the Pacific Series. I suggest you contact the In-service College and/or the Research and Evaluation Unit.

2. Our English Series for Melanesia (OESM)

When the 1979 Syllabus was written, the intention was to revise the Pacific Series, particularly in the lower grades, because primary schooling had been reduced from seven years to six years. It was also considered that the Pacific Series had too many bits and pieces, including consumable items which had to be replaced each year. Great difficulty was experienced in getting all the materials to the schools. It was simply too expensive and logistically too difficult to distribute successfully.

The publishers of the series, Oxford University Press were approached in order to get their approval to adapt the series in a joint venture with the Department of Education. OUP failed to get agreement from all the authors in the series for the Department to adapt the materials. Therefore, the Department decided that a new series was required. This new series would always remain the property of the Department so that it could be revised at any time in the future. The Curriculum Unit was given strict guidelines by the Senior Executives of the Department re. the new series. The new series should not be radically different in its teaching approach as there was not enough man power and funds available to tackle any major inservices which a new approach would require. Also, the new series had to be packaged in such a way that all components would arrive at their destination at the same time.

Some changes in the teaching approach have been included in OESM. These include a more language-experience approach to the teaching of reading. The children were given six months to learn some English and then this language was used in the beginning stages of reading, making use of Wall Stories or Big Books. Further reading activities, including word attack skills were then planned around

the stories developed in the Wall Stories and further reinforced during writing activities. Thus the four components of listening, talking reading and writing have been inter-related in a more meaningful way. The series includes plenty of opportunities for reading to the children, reading with the children and children reading by themselves.

Questioning techniques have also been emphasised throughout OESM, together with a more process writing approach from grade 4 onwards. Teachers have been encouraged to use group teaching throughout the language programme.

As far as I am aware, two inservice programmes have been conducted nationally for OESM, the first one during 1983 and the second one during 1989-1990. The Field Services Division at the Inservice College may have more information about the latter. Find enclosed the inservice manuals.

The series is now complete and has been implemented national wide. OESM covers grades 1 - 5. Grade 6 Pacific Series was developed using the 1979 syllabus. It was therefore considered unnecessary to write a new grade 6 programme. See the enclosed materials list for Community School English.

I have heard of two major problems with the series.

The main complaint about the series is that the grade 1 and 2 programmes are too easy for those urban children who enter grade 1 already able to speak English. This is a valid comment since the series was specifically designed for children entering school with no knowledge of English. The other complaint is that it is very prescriptive, thus too many teachers simply follow the 'recepte' without bothering to import their own ideas into the programme. At the time of trialling, both trial teachers and teacher education personnel insisted that the programme should be as detailed as possible. They felt that this would not hinder progressive teachers who wished to use their own ideas. The programme does encourage flexibility, but teachers have stated that if they don't follow the instructions in the book they get penalised by the inspector.

I know of one evaluation which was done through the Research and Evaluation Unit. They should be able to give you information about the findings.

OESM has already been adapted for those children who have attended tok ples schools. These children enter grade 1 already able to read in their own language. OESM has been adapted to "bridge" these children into listening, talking, reading and writing in English. Find enclosed further information about tok ples literacy in general. This whole area is expanding quite rapidly throughout the country due mainly to community interest and involvement.

### 3. Minenda Series

I have no information about Minenda except to give you the name of the author, a Mr Frank Johnson. Staff in Teacher Education Division may be able to help you further.

I believe that Mr Johnson developed the Jilep programme for primary schools but this was not considered suitable.

Please note that I no longer work in the Language and Literacy section.

I hope that this information is of some help to you and wish you every success in your studies.

Best wishes



Kate Deutrom Curriculum Officer Editorial

Mr. Keith Stebbins is Principal Curriculum Officer, Language & Literacy

## **Appendix 5:**

**Reading Timetable, Our English Series for  
Melanesia.**

## Group Organisation

The reading programme has been organised around group work. Children have different abilities and progress at different rates. The introduction of group work caters for these needs.

In the early weeks children may find it difficult to get used to this organisation and to working with the Reading Cards. We suggest you have one leader for each group. The job of the group leader will be to help the children in their group if they have any problems. While you are working with a reading group, children must realise that they cannot interrupt you every few minutes. Individual children should ask their group leader or another child for assistance.

The class will be divided into three groups. The groups should be mixed-ability groups. This will mean that below-average children will have someone in their group to help them, rather than having to interrupt you. When deciding on class groups use your own observation of the children's work, plus last year's results. Groups should be kept flexible. Give a name to each group, e.g. cuscus, crocodiles, lizards.

Look at the timetable below:

Reading Timetable

Group	Day 1 15 mins 15 mins	Day 2 15 mins 15 mins	Day 3 15 mins 15 mins	Day 4 15 mins 15 mins	Day 5 15 mins 15 mins
1	Reading book lesson with the teacher, no. 1	Reading Cards Reading Cards	Reading book lesson with the teacher, no. 2 Comprehension Cards	Reading for Pleasure Reading book lesson with the teacher, no. 3	Reading Cards Reading for Pleasure
2	Reading for Pleasure	Reading book lesson with the teacher, no. 1 Comprehension Cards	Reading for Pleasure Reading book lesson with the teacher, no. 2	Reading Cards Reading Cards	Reading book lesson with the teacher, no. 3 Reading Cards
3	Reading Cards	Reading for Pleasure Reading book lesson with the teacher, no. 1	Reading Cards Reading Cards	Reading book lesson with the teacher, no. 2 Comprehension Cards	Reading for Pleasure Reading book lesson with the teacher, no. 3

You will see that each group has two lessons every day. The only time you work directly with a group is when you are using the reader. Each week all groups will have:

- one 15-minute Whole Class activity
- three 15-minute Reading Book lessons
- three 15-minute Reading Card lessons
- one 15-minute Comprehension Card lesson
- two 15-minute Reading for Pleasure lessons.

## **Appendix 6:**

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### **A Restructure of the Papua New Guinea Education System.**

## A Restructure of the Papua New Guinea Education System

### *Recommendation 2.6.1*

*That three years of elementary and six years of primary level education be the long term objective for all citizens reaching the age of 7 years, thus giving them nine years of basic education.*

### The Present System

Some of the characteristics of the present education system which are of concern are:

1. Access is limited. At present the gross enrolment ratio is estimated to be around 73%. Although there has been some improvement in recent years, we are still a long way from universal primary education.
2. There is a great disparity in ages of children enrolling in grade 1.
3. There is an appalling attrition rate between grades 1 and 6, almost 45%.
4. Initial literacy and all education is largely provided in a foreign language.
5. There is a serious shortage of teachers (1992 projection: 2254) and no plans to overcome this, rendering UPE, in the context of the present system, impossible.
6. Only 32% of children continue their education beyond grade 6. There is overwhelming public demand for children to have greater opportunities for continued education.
7. The present Provincial High School curriculum is largely academic in its orientation.
8. Of those who enter grade seven, only about 66% complete grade 10.
9. Despite the obvious potential benefits of quality vocational education to national development, vocational education remains the poor relation of the education system. It is under-resourced in manpower and finance and suffers from negative public perception. It is also devoid of linkages with equivalent or higher levels.
10. Of those who complete grade 10, only ? are selected for further education or training or for direct employment.
11. There is a great deal of inefficient management resulting in resource wastage.



## Elementary Schools

This option proposes preparatory to grade 2 feeder elementary schools based either (a) at existing community schools where these are located in very close proximity to the communities which they serve or (b) in surrounding communities. Most of these schools would be village based feeder schools for the local community school. They would eliminate the present staggered intake arrangement in many places and allow access for all children at the age of seven. This would eliminate the huge disparity in ages found among the grade 1 population. It would also eliminate the problem of young children walking long distances to attend school.

Elementary school would be for three hours a day. This reduced school day would allow the children to spend much more time with their parents and in the community, allowing for greater socialization within the community. Teaching in the elementary schools would be in the vernacular. This would allow for the acquisition of initial literacy and basic education in a language which the children speak. Bridging to English would also commence in the elementary school once the children had become literate in the language which they speak. The curriculum would use an activity based integrated teaching approach following the proposal for a core curriculum following the recommendations of the Philosophy of Education Report: Language and Literacy, Social and Spiritual Development, Vocational Skills Development and Mathematics/Science. The present large number of separate subjects would be collapsed into integrated units. Elements of most subjects would still be taught but as components of integrated units rather than as separate subjects. The curriculum would be developed by the Curriculum Development Division but would be amenable to local adaptation.

Buildings, maintenance and teachers housing would be a community responsibility. Supply of materials and payment of teachers would come from the provinces untied education funds. The province would also provide any other support it considered appropriate.

It is proposed to establish a one year Elementary Teacher Course. Applicants would need to have completed grade 10 and be literate in their vernacular. The element of community pre-selection of applicants common in some of the existing preparatory class programmes, could well be maintained.

The elementary teacher education course would be a recognised component of the national teacher education programme. Elementary school teachers would be trained in teaching initial literacy in the vernacular, bridging to English, an integrated activity approach which included elements of Mathematics and Science, Social and Spiritual Development and vocational skills and multi grade teaching for grades 1 and 2. Every effort would be made to upgrade current preparatory class vernacular teachers to the level and status of elementary school teachers. The design of the elementary teachers course would ensure linkages to the present three year teacher education programme. It should then be necessary for such teachers to undergo only two years of the three year community school teacher education course to upgrade their qualifications. Inservice up-grading opportunities must also be made available.

courses with an environmental and agricultural bias and relevant vocational skills will be included in the new three year teacher education programme. This option, also, would require more classrooms and teachers houses at the present community schools unless the first three grades were taken out of normal school hours.

Grades 7 and 8 would become part of primary school and all children could continue to grade eight. There should be no difficulty in preparing teachers for these grades as this could be built into the new three year primary teacher education course right now. Apart from their present studies, students would select two? subject specialities. Subject specialities would include practical skills. Inservice courses would be needed in the short term to help some of the existing community school teachers to teach grades 7 and 8. A rolling implementation of this plan would allow time for this inservice to be conducted.

There would, however, need to be some change to the present grades 7 and 8 curriculum, particularly in Science. A science course would have to be developed which is not laboratory dependent but environmentally based and supported with a science kit. The whole science curriculum from grades 1 to 12 is currently under review and this review could now take account of these new needs. It is also intended that the grades 7 and 8 would have a strong vocational skills component. Again, a rolling implementation of this plan would allow time for this science and practical skills curriculum review to be conducted and completed.

There would be a need for an examination mechanism at grade 8. This would accord with the repeated requests of the Conference of Education Ministers.

Again, it is anticipated that the cost of providing grade 7 and 8 education would be lower because of: teachers on primary rather than secondary pay scales, lower costs for 'specialist' rooms etc.

### **Lower Secondary Education**

At the end of grade 8, students who have performed satisfactorily could enter a range of lower secondary institutions. There would be much increased access available to grade 9 as existing Provincial High Schools drop grades 7 and 8, and as vocational education is seen as a more viable and desirable form of lower secondary education.

The range of lower secondary institutions would consist of:

- a. institutions such as most of our existing provincial high schools which have mainly an academic bias
- b. institutions which have mainly a vocational or practical skills bias based on revitalised vocational centres, and some high schools such as Hoskins High and the three Don Bosco Technical High Schools
- c. other institutions offering two or more years of post grade 8 training of acceptable standard and quality.

A major re-vitalisation of vocational education is required: facilities, training of teachers, linkages with equivalent and higher levels through curriculum upgrading etc. Great care would need to be taken to ensure that schools in categories b. and c. above retain their existing flexibility

Two important elements in this re-structure will be teachers and vocational and technical education. Consequently it is vital that (a) the National Institute of Teacher Education be established forthwith to coordinate all aspects of teacher education and (b) the Institute of Technical Training be established to upgrade and professionalise vocational and technical education, including the development of the two year PETT courses.

In this model a separate but parallel non-formal education system is shown with linkages to the formal system.

This paper represent a synopsis of the present stage of thinking on a possible restructure of the education system. The highest priorities for further development must be (a) detailed analysis of manpower and cost implications and (b) extensive consultation with provinces. There is no proposal that there would be a sudden nation-wide change to an alternative structure. Provinces would elect to change to the proposed system with, perhaps, trials being conducted in one province in each of the four regions.

## **Appendix 7:**

**Lesson Plans, Our English Series for Melanesia.**

# WRITTEN SENTENCES

## Introduction

You will teach Written Sentences combined with Talking. This gives you five 40-minute lessons per week. You can use the time as you need it. Some days you may need only a short time for Talking, followed by more time for Writing. Some days you may need longer for Talking. Programming the lessons together gives you more flexibility in timing to suit your class. It will be more meaningful for children to move directly into the written form of the patterns they have been using orally.

At the beginning of the year some children may not be able to complete all the work on the blackboard. Encourage them to complete more as the year progresses.

## Materials

To teach the lessons you will need one or more of the following:

- 1 exercise books and pencils for each child.
- 2 blackboard.

## What You Must Do

- 1 Read the lesson plan carefully, at least the day before the lesson is to be taught.
- 2 Prepare the materials you require.
- 3 Write the sentences on the blackboard.

*Note:* Encourage the children to use the charts around the room to find words they can use, when writing their own sentences.

## LESSON PLAN A

### Sequencing

#### Preparation

- 1 Write the sentences on the blackboard.
- 2 Under the sentences write:  
If you have time, draw a picture about the story, or write your own sentences.

#### Teaching Instructions

- 1 Read through the sentences on the blackboard.
- 2 The children write the sentences into their books in the correct order.
- 3 Children who have time, illustrate the story or write their own sentences.

## LESSON PLAN B

### Tables

#### Preparation

Draw the table on the blackboard.

#### Teaching Instructions

- 1 Read all the words in the table to the children.
- 2 Read through some sentences that could be made using the table.
- 3 Children write the sentences into their books.
- 4 Children who have time can illustrate their sentences or write their own sentences.

## LESSON PLAN C

### Matching Sentences

#### Preparation

Write the sentence-beginnings and endings on the blackboard.

#### Teaching Instructions

- 1 Read through the work on the blackboard.
- 2 The children write the correct sentences into their books by matching the correct beginnings and endings.
- 3 Children who have time can illustrate their sentences, or write sentences of their own.

## LESSON PLAN D

### Fill in the Missing Words

#### Preparation

Write the sentences on the blackboard.

#### Teaching Instructions

- 1 Read through the sentences on the blackboard.
- 2 The children write complete sentences into their books filling in the missing spaces with the correct answers, e.g. (*when*) he ran (*how*). He fell over (*where*).  
Answer:  
On Saturday he ran fast. He fell over on the road.
- 3 Any children who have time can illustrate the sentences, or write sentences of their own.

## LESSON PLAN E

### Writing Sentences From Pictures

#### Preparation

- 1 Draw the pictures on the blackboard.
- 2 Write a key word under each picture.

#### Teaching Instructions

- 1 Read through the work on the blackboard.
- 2 Get some children to give a sentence for each picture.
- 3 The children write sentences using the picture that is on the blackboard.

## LESSON PLAN F

### Change the Underlined Word

#### Preparation

- 1 Write the sentences on the blackboard.
- 2 Underline the word to be changed.

#### Teaching Instructions

- 1 Read through the sentences on the blackboard.
- 2 Explain that the children must change the word that is underlined to any word that makes sense.
- 3 Get a few children to give an answer for the first sentence, as an example to the rest of the class.
- 4 The children write the sentences into their books.
- 5 The children may illustrate the sentences or write sentences of their own using the day's pattern, when they have finished.

## LESSON PLAN G

### Sentence Completion

#### Preparation

- 1 Write the sentences on the blackboard.
- 2 Leave a line (space) for the missing word/s.

#### Teaching Instructions

- 1 Read through the sentences on the blackboard.
- 2 Explain that any word/s can go into the spaces in the sentences or questions, as long as they make sense.
- 3 Get a few children to give an answer for the first sentence, as an example for the rest of the class.
- 4 The children write the sentences into their books, filling in the missing word.
- 5 The children may illustrate the sentences or write sentences of their own using the day's pattern, when they have finished.

## LESSON PLAN H

### Jumbled Sentences

#### Preparation

- 1 Write the sentences on the blackboard.
- 2 Make sure you capitalize the first word of the sentence, and put the fullstop or question mark after the last word of the sentence. (Follow the daily lesson plan.)

#### Teaching Instructions

- 1 Read through the words on the blackboard.
- 2 Ask for a volunteer to unjumble the first sentence.
- 3 Remind the children that the word underlined is the first word of the question or sentence.
- 4 Remind the children that the word before the full stop or question mark is the last word they will use.
- 5 The children unjumble the sentences and write them in their books.
- 6 The children may illustrate the sentences or write sentences of their own using the day's pattern, when they have finished.

# ORAL EXPRESSION

## Introduction

You will teach three 20-minute lessons per week.

The aim of the Oral Expression lesson is to let the children practise the language patterns they have learnt during the Talking lessons and use them in a more realistic, freer situation than in a Talking lesson. The teacher should encourage the children to use as many patterns as possible.

Those children who select a different language pattern or vocabulary from other children should be praised. It should be the children, not the teacher, who do most of the talking during the lesson.

## Materials

To teach the lessons you will need one or more of the following:

- 1 Sets of objects for each group of children.
- 2 The Flip Chart.

## What You Must Do

- 1 Read the lesson plan carefully, at least the day before the lesson is taught.
- 2 Prepare the materials you require.
- 3 Learn any new game to be taught by reading the instructions on pages 201–204. When you are teaching a new game to the class always show the children how the game is to be played first. It may be necessary to give instructions to the class in their own language, when they are learning how to play a new game.

## LESSON PLAN A

### Preparation

- 1 Find the day's Flip Chart for display.
- 2 Prepare some questions to ask about the picture.
- 3 Prepare some ideas for discussion.

### Teaching Instructions

- 1 The children look at the Flip Chart picture.
- 2 As a whole group activity, have the children look at the picture and answer the teacher's questions.
- 3 Encourage the children to answer with full sentences.
- 4 Have a discussion. Use one or more of the following ideas.
  - (a) What do children like or dislike about the picture and why?
  - (b) Can the children relate the picture to their own situation?
  - (c) Tell a story about the picture.
  - (d) Use the picture as a basis for a play. You may be able to think of other ideas yourself.

*Note:* Seat the children as close to the Flip Chart as possible, in a group on the floor may be best.





# WRITTEN COMPOSITION

## Introduction

You will teach one 30-minute lesson each week.

## Materials

To teach the lesson you will need one or more of the following:

- 1 the Grade 3 Flip Chart.
- 2 exercise books and pencils.
- 3 blackboard.
- 4 permanent charts.
- 5 other pictures, objects, suitable for stimulating writing.

## What You Must Do

- 1 Read the lesson plan carefully, at least the day before the lesson is to be taught.
- 2 Prepare the materials you require.
- 3 Write suitable vocabulary on the blackboard.

*Note:* It should not be forgotten that Expressive Arts time could be used for children's creative writing.

## LESSON PLAN A

### Preparation

- 1 Have the week's Flip Chart displayed.
- 2 Write some topic words on the blackboard.
- 3 Gather any useful pictures, objects, etc.

### Teaching Instructions

- 1 Revise the main points of the preceding Oral Expression lesson.
- 2 Ask the children for words that could be used in a story.
- 3 Write the words on the blackboard.
- 4 Discuss with the children some ideas for stories about the topic on the Flip Chart or other story ideas they may have.

*Note:* If children wish to write on a different topic, they should be allowed to do so. At the beginning of the year the children may need a lot of guidance from you. Give as much assistance as you feel is required. They will improve as the year goes on.

- 5 Ask one or two children to tell a story about the picture.
- 6 The children begin writing.
- 7 Supervise the work, encouraging children to extend their stories.
- 8 If a child needs to know a word, write it on the blackboard so others can use it later.

*Note:* You may use stimulus other than the Flip Chart, e.g. objects, events, etc.

## DIARY

Children should be encouraged to keep a diary at least once a week. They may use free time when they have finished other work, Block Time or you may give them a chance to write their diary in Day 5 Written Sentences time. They may then also have time to do some of the Written Sentences work — but should not be expected to complete both.

The children can write about their personal ideas, feelings and events. The diary work shouldn't be heavily marked as children will lose their interest in doing it. Read the work and tick or sign it to show it has been read. All children need the satisfaction of producing a piece of work like this.

## Uninterrupted Sustained Silent Reading (U.S.S.R.) or Reading for Pleasure

Children should be given as many opportunities as possible to read. A child can only learn to read by *reading*. The more the child reads, the better reader he/she will become.

Your school has been provided with a "Reading for Pleasure Series". Timetable this series for use during your reading lessons. Each group will use the series for two 15-minute lessons per week. Check the Reading Timetable for Group Organization on page 42 of this book to find out when each group will use the "Reading for Pleasure Series". You will need the co-operation of your headteacher and other members of staff when you are timetabling the series.

The group using the series should be involved only in silent reading. There should be no record keeping or written activities attached to these lessons. The children are free to read any suitable material of their choice, including anything they want to bring from home. Try to add more books to the series throughout the year.

By giving children the opportunity to read, you will be helping to build their confidence in reading, consolidate their sight vocabulary, increase their reading speed, improve their general knowledge and, above all, get them to enjoy the reading experience.

You must ensure that all the children take good care of the books while they are in your classroom and return them to their box at the end of the session.

The more often you can provide U.S.S.R. time, the better.

## LESSON PLAN A

### Whole Group Reading

#### Preparation

- 1 Write the new words on the blackboard, on flashboards or on flashcards. See pages 50–53 for a vocabulary list.
- 2 Have the books ready to give out.
- 3 Read the day's pages for yourself.

#### Teaching Instructions

- 1 Revise all known vocabulary.
- 2 Revise the new vocabulary for the pages to be read. Use such methods as:
  - (a) drilling new words.
  - (b) looking for similar sounds.
  - (c) using the word in a sentence.
  - (d) finding the word on the reading book page.

*Note:* Don't spend too much time on points 1 and 2 as the children have already covered the words in the Whole Class activity.

- 3 For each new page of the reader, look at the picture and discuss what is happening. Do this before any page is read. This will help the children to understand the meaning of the sentences.
- 4 Read the page slowly and clearly to the children. It is important to give them a good model to follow. The children should follow silently as you read.
- 5 Ask two or three simple questions about the page.
- 6 Accept any correct answer but encourage children to read sentences from the book to answer the question.
- 7 Repeat steps 3 to 6 for each page of the lesson.
- 8 The children now read the day's pages aloud as a whole group. You can read with them if you feel they need help.
- 9 Encourage the use of expression in their oral reading.
- 10 If there are poems to be read, use actions wherever possible.
- 11 If you have time, go over some of the new words again, using such methods as described in point 2 above, or point 11 on page 56.

## LESSON PLAN B

### Individual Reading

#### Preparation

- 1 Write the new words you require for the lesson on the blackboard, on flashboards or on flashcards. See pages 50–53 for a vocabulary list.
- 2 Have the reading books ready for distribution.
- 3 Read the day's pages for yourself.
- 4 Divide the day's reading into sections so each child will have a section to read.

#### Teaching Instructions

- 1 Revise known vocabulary.
- 2 Revise the new vocabulary for the pages to be read. Use methods such as:
  - (a) drilling new words.
  - (b) looking for similar sounds.
  - (c) using the word in sentences.
  - (d) finding the word on the reading book page.

*Note:* Don't spend too much time on points 1 and 2 as the children have already covered the words in the Whole Class activity.

- 3 For each new page of the reader, look at the picture and discuss what is happening. Do this before any page is read. This will help the children understand the meaning of the sentences.
- 4 Read the page to the children. Read it slowly and clearly. It is important to give the children a good model to follow. The children should follow silently as you read.
- 5 Ask two or three simple questions about the page.
- 6 Accept any correct answer but encourage children to read sentences from the reader to answer the questions.
- 7 Repeat steps 3 to 6 for each page of the lesson.
- 8 Let one child read part of the page, while the others follow silently. Help any child who has trouble.
- 9 When the child has read the required amount ask them to stop. Choose another child to carry on. Continue in this way.
- 10 The section may be as short as one sentence.
- 11 Encourage the use of expression in their oral reading.
- 12 If there are poems to be read, use actions wherever possible.
- 13 If you have time, go over some of the new words again, using such methods as described in point 2 above, or point 11 on page 56.

## LESSON PLAN C

### Silent Reading

#### Preparation

- 1 Write the vocabulary required on the blackboard, on flashboards or on flashcards.
- 2 Have the reading books ready for distribution.
- 3 Read the day's pages for yourself.
- 4 Prepare a set of questions.

#### Teaching Instructions

- 1 Revise the week's known vocabulary.
- 2 Give out the reading books.
- 3 The children read the day's pages silently.
- 4 When they have finished, they sit silently and wait for the others or they re-read sections of their reader.
- 5 When all the children have finished reading, ask the prepared questions.
- 6 Phrase the questions so that they check whether or not the children have understood what they have read.
- 7 If there is time at the end, get the children to retell the story in their own words or retell their favourite part.

## LESSON PLAN D

### Play Reading

#### Preparation

- 1 Write the new words on the blackboard, on flashboards or on flashcards. See pages 50–53 for the vocabulary list.
- 2 Have the books ready.
- 3 Read the day's pages for yourself.

#### Teaching Instructions

- 1 Revise known vocabulary.
- 2 Revise the new vocabulary for the pages to be read. Use such methods as:
  - (a) drilling new words.
  - (b) looking for similar sounds.
  - (c) using the word in a sentence.
  - (d) finding the word on the reading book page.

*Note:* Don't spend too much time on points 1 and 2 as the children have already covered the words in the whole class activity.

- 3 Look at the pictures on all the day's pages and discuss what is happening. Do this before any page is read. This will help the children to understand the meaning of the sentences.
- 4 Read the pages slowly and clearly to the children. It is important to give them a good model to follow. The children should follow silently as you read.
- 5 Ask two or three simple questions about the pages.
- 6 Accept any correct answer but encourage children to read sentences from the book to answer the questions.
- 7 Give out parts to the children.
- 8 Read the day's pages with each child reading their own parts.
- 9 Encourage the use of expression in their oral reading.
- 10 If there is time, act out the pages while children read their parts. Involve the whole class in this.

## Appendix 8:

Lesson Content and Lesson Suggestions, Pacific Series.

When pictures are provided, you should discuss them with the children before they try to write. Encourage pupils to imagine that they are the people in the illustration. Ask how they would feel and what they would do in that situation. You must correct all written work with the pupils. Explain the mistakes. Discuss the main weaknesses privately with each pupil. It is useful to provide a list of words on the topic before the children write. In many cases you will find useful words in the Family Lists in the *Using English* books.

## LESSON SUGGESTION 14

### A Note taking

#### Method

- 1 Explain that note taking is listing information in the order in which it is given, using key words, instead of full sentences.
- 2 Remind the children to use words like: first, second, third, firstly, secondly, next, after that, finally, last of all. These words tell you the order in which things happen.
- 3 Make sure that you read the passages several times, slowly and clearly, when you ask the children to take notice.
- 4 If they find it very difficult, ask them questions about the passage before you ask them to take notes.

### B Making a story from notes

#### Method

- 1 Explain that this is the opposite of note taking. Only the key words are supplied and the children must make complete sentences from the notes.
- 2 Explain that the key words give only the outline of the story, and provide clues as to what happened.
- 3 Discuss the key words or phrases given and ask what the children think they mean. Make some suggestions on the blackboard to start them off.

## LESSON SUGGESTION 15

### Choosing the best sentence to go with a picture

Children are given several sentences which are similar but not equally suitable.

#### Method

- 1 Discuss with the children what is happening in each picture.
- 2 Ask the children to choose which sentence is most suitable for the picture. Why do they think it is the most suitable?
- 3 Encourage the children to give logical reasons why the others are not suitable.

## LESSON SUGGESTION 16

### A Writing stories

#### Method

- 1 Read the introduction to each lesson which should stimulate the children's interest about the subject.

- 2 If there are illustrations, ask the children to describe what is shown in the pictures. Ask questions about the pictures.
- 3 Encourage the children to imagine how other people feel, what they think and why they do things.

### B Sequence pictures

These help the children set out their stories in a sensible order.

#### Method

- 1 Ask the children to say what happens in each picture before they write anything down.
- 2 Write a list of useful words on the blackboard.

### C Writing descriptions

#### Method

- 1 Encourage the children to write about what they can see, hear, touch or smell, when they describe things.
- 2 Encourage them to use describing words. Write lists of these on the blackboard at the beginning of a lesson and add the children's suggestions to these.
- 3 Ask some of the class to read out their descriptions.

## LESSON SUGGESTION 17

### Letter-writing

#### INTRODUCTION

It is important for children to know why letter-writing is a useful skill. Explain that letters will help them to:

- 1 keep in contact with friends and relatives
- 2 send and answer invitations
- 3 send thanks to someone for a gift
- 4 express sadness or regret
- 5 congratulate a friend
- 6 share ideas with a penfriend in another country

Business letters will help them to:

- 1 find out information
- 2 obtain mailed goods from a store
- 3 reply to an advertisement
- 4 apply for a job

Sometimes Grade Six pupils will be asked to write business letters for their parents or friends in the village.

Letters written in Written Composition lessons should be the kind of letters the children are likely to have to write in a real situation, now or in the future. Try to think up situations where the letters can really be posted.

#### Method

- 1 Teach the correct setting out of business and personal letters. (See Grade 6 Syllabus, pages 248-55.)
- 2 Teach the children to make a plan before writing the letter.
- 3 Teach the children to address the envelopes clearly and correctly. (See Grade 6 Syllabus, page 256.)

## LESSON SUGGESTION 34

### A Introductory lesson

#### Method

- 1 Try to introduce each story with some kind of interesting background material, e.g. *Reader 3*, 'The Big Jump'. Take out an atlas of the Pacific and find the island of Pentecost in the New Hebrides (now known as Vanuatu). Discuss rituals, e.g. initiation ceremonies in PNG; fire-walkers in Fiji.
- 2 If possible show pictures to do with the story, e.g. *Reader 1*, 'Machele and the Heron's Leg': show a picture of a heron (bird).

### B Learning new vocabulary

#### Method

- 1 Write the list of new words from the story on the blackboard. (These can be found in the Reader at the beginning of each story.)
- 2 Read through this list with the class, explaining the meaning of the words.
- 3 Let the pupils read the story silently.
- 4 When they have finished, read through the list of new words again. Choose pupils to say a word when you point to it, or to read aloud the sentence which contains the new word.
- 5 If there is time, ask the children questions about the story. Encourage them to find sentences in the story which tell the answers.

### C Comprehension questions

#### Method

- 1 Ask the children to read out the list of new words which should still be written on the blackboard.
- 2 Read through the questions or sentences for Lesson One and ask the children to answer them orally. Discuss the answers with the children.
- 3 Then ask the children to write down answers to the questions, using good sentences, or to write the correct sentences from the book.

## LESSON SUGGESTION 35

### Context and picture clues

#### Note

This skill should be taught to the children, to help them work out the meanings of new words.

#### Method

##### Context Clue

- 1 Read the sentence containing the new word but say 'something' in place of that word, e.g. (Unknown word is Library)  
T: We all to the 'something' to get books to read.  
T: Where do we go to get books to read?  
C: To the library  
T: We all went to the library to get books to read.

##### Picture Clue

- 2 Where pictures are provided, use these to give clues to new words, e.g.  
T: The man leaped out of his plane and opened his 'something'.  
T: Look at the picture. What did the man do after he leaped from the plane?  
C. (looking at the picture) He opened his parachute

## LESSON SUGGESTION 36

### Fact and opinion

#### Method

- 1 Explain that things that can be proved are called 'facts', e.g: There are twenty-three children in Grade 6.  
'Opinions' are thoughts or feelings that people have about something which cannot be proved, e.g: I *think* this is the best school in Papua New Guinea.
- 2 Encourage the children to recognize the difference between what is fact and what is opinion, e.g: when reading a newspaper or magazine.
- 3 Ask the children how they feel about that opinion. They should be encouraged to think about something and give their *own* opinion rather than just accept what someone else thinks.

## LESSON SUGGESTION 37

### Following directions.

#### Method

- 1 The best way to teach this skill is to use a map or draw a map on the blackboard which you can point to.
- 2 Choose one student to read out the directions while another student follows these directions on the map with a stick. If this student gets lost, then replace him with someone else.
- 3 Give the children practice at giving their own directions orally. If possible, follow these directions in a practical situation and see if the directions were correct, e.g: How to get to the river from the classroom. Choose someone to write down directions. She must read these out and the class must follow these to reach the river.

## LESSON SUGGESTION 38

### Correct order of events

#### Method

- 1 Read a short story to the children. Ask the children what happened first in the story; what happened next; what happened after that, etc, until the children can tell all the main events of the story in the correct order.
- 2 Next, write all the sentences of the story on the blackboard, in the wrong order.
- 3 Children have to sort them out into the correct order.
- 4 Discuss with the children why the next point will not make sense if it is in the wrong order.

## LESSON SUGGESTION 39

### Reading for enjoyment

#### Method

- 1 Children should be able to choose their own reading material during this lesson.
- 2 Try to provide as much variety as possible, e.g: New Nation magazine, Paradise, Post Courier, The Times, National Geographic magazines, library books.

## LESSON SUGGESTIONS FOR LISTENING

### INTRODUCTION

Good communication begins with listening. Children will not learn to communicate unless they learn to listen carefully. You must give the children a lot of practice in listening.

Listening must be stressed in *all lessons*. It is a good idea to *test* children sometimes to make sure they are listening properly and concentrating on what you are saying. You can do this by suddenly whispering or shouting, or by saying something completely ridiculous in the middle of a sentence to see if the children notice. But do this only when you notice that the children are not giving their full attention during a lesson.

Children who do not hear well should sit at the front of the classroom. Try to arrange for these children to do a hearing test.

## LESSON SUGGESTIONS FOR ORAL EXPRESSION

### INTRODUCTION

Children must learn to express themselves fluently in English. This will only happen if they are given many opportunities to practise their oral expression in meaningful situations.

Always encourage the children to use *complete sentences* for answers, not one word answers.

During these lessons, give the children the opportunity to use as many as possible of the different sentence patterns which they have already learned. Remember, it is much easier for children to talk about something they have seen or done in a practical situation than in an unreal situation.

The suggested time allocation for Grade 6 is 60 minutes each week. This time could be broken into three 20 minute lessons. Arrange your timetable so that some Oral Expression time is allowed before a Written Composition lesson.

## LESSONS SUGGESTIONS FOR TALKING

### INTRODUCTION

The time allocation for this subject is for teaching sentence patterns. Some patterns are easy to learn, as they are merely extensions of patterns learned in earlier grades. Some patterns are difficult, and you may have to keep repeating these lessons for some time.

*Do not* go on to a new pattern until children *understand* the pattern they are learning. They must be able to use it properly in meaningful situations.

The sentence patterns set out in this course do not always have to be learned exactly as written. Teachers should think up more examples and give practice situations during other lessons where children can use these patterns. Use only the vocabulary known to the children for these drills. Children should learn to *say* the pattern correctly before they write it down.

*Do not* expect *all* pupils to learn *all* the sentence patterns listed in this course. It is better for them to learn *some* of them confidently at their own learning pace, so that they can use them correctly and confidently.

Group work is usually the best way to practice these patterns because every one is able to *talk*. However, you must organize and supervise the groups carefully.

Each unit of Work for Talking consists of:

Lesson 1: Revision of last week's sentence pattern

Lesson 2: Revision of Grade 5 sentence patterns

Lesson 3: Learning of a new sentence pattern

Lesson 4: Practice of new pattern

Lesson 5: Practice, using a substitution table based on this pattern. (This will be left on the blackboard and used for Lesson 1 the following week.)

### LESSON SUGGESTION 1

#### A Teaching a new statement

##### Method

- 1 Revise any known words and structures in the new sentence pattern, e.g. I'm going to walk to the store. She's going to sweep the floor.
- 2 Demonstrate the situation to the children by using aids or mime, e.g. Go to the window, put out your hand and say: I think it's going to rain.
- 3 Say the pattern several times.
- 4 The children repeat it.
- 5 Repeat the sentence pattern, substituting other words. Get the whole class to repeat each sentence, e.g. I think it's going to be a fine day. I think it's going to be a cloudy day.
- 6 Choose individual children to say the new pattern.

#### B Teaching a new question with a known statement

##### Method

- 1 Revise any known words or structures in the new sentence pattern, e.g. What did he buy?
- 2 Demonstrate the situation to the children, making use of any teaching aids available. Miming is also a valuable teaching aid, e.g. Mime a boy going to a shop and buying a new bush knife.
- 3 Say the sentence pattern clearly three times.
- 4 Say the pattern and get the whole class to repeat it, e.g. What did he buy himself? He bought himself a new bush knife.
- 5 Repeat the same sentence pattern, substituting other words. Get the class to repeat after you, e.g. What did she buy herself? She bought herself a new dress. What did they buy themselves? They bought themselves a new truck.
- 6 Then ask the question and select a pupil to answer, e.g. What did I buy myself? (Holding up the knife) A: You bought yourself a new knife.
- 7 Divide the class into small groups of about three. Two children in the group mime to a situation (with aids) while the third child must say the sentence pattern.
- 8 Walk around the room listening to each group.

#### C Practice from a substitution table

##### Method

- 1 Write the substitution table on the blackboard before the lesson begins (or use the one from last week).



**Exercise D** (Lesson Suggestion 30)**Answers**

disapprove I disapprove of you going to the party alone.  
 disagree - I disagree with you about that  
 disappear Don't tell him there's work to be done or he will disappear  
 dishonest Don't let your dishonest cousin see that money.

**Exercise E** (Lesson Suggestion 31)**Answers****Clues Across**

- 1 Butterfly
- 6 Bandits
- 7 Fortune
- 11 Giggle
- 12 Territory

**Clues Down**

- 1 Breadfruit
- 2 Timber
- 3 Earn
- 4 Famine
- 5 Yams
- 8 Tiger
- 9 Night
- 10 Every

**HANDWRITING** (Lesson Suggestion 33)**Preparation**

Give out *Pupil's Book 1* to each child (page 139)

**READING****INTRODUCTION** (Lesson Suggestion 34)**Objective**

The children will understand the background to the story, and the meaning of new words. They will read the story silently.

**Preparation**

Give out *Reader 1* to each child (pages 46-8), *'The Black Cloud and the Old Woman'*

**Method**

- 1 Introduce the story. Talk about having good manners and thinking of other people, not just ourselves. Talk about greed, how some people are always wanting more.
- 2 Follow Lesson Suggestion 34B.

**LESSON ONE** (Lesson Suggestion 34C)**Objective**

Children will be able to answer questions about the story to show that they understand it.

**Preparation**

Give out *Reader 1* (pages 46-8) and *Pupil's Book 1* to each child (page 140, Lesson 1).

**Answers**

- |                      |                         |               |
|----------------------|-------------------------|---------------|
| 1 good natured/young | 4 beautiful girl        | 7 thoughtless |
| 2 firewood           | 5 thank                 |               |
| 3 crack              | 6 carrying a heavy load |               |

**Possible Answers**

- 8 The old woman gave Tapas the coconut because she wanted to give him a gift, for being kind to her.
- 9 Iakob wanted a coconut so that it would change into a beautiful girl.
- 10 Iakob hit the crocodile with his paddle and it fell out of his canoe and swam away.

**LESSON TWO** (Lesson Suggestion 35)**Objective**

The children will be able to work out the meanings of new words by using picture clues.

**Preparation**

Give out *Pupil's Book 1* to each child (page 141, Lesson 2, Exercises A & B).

**Exercise A****Answers**

idly means lazily  
 diagram means a drawing or a plan of something  
 horrified means very shocked and frightened  
 elaborate means complicated or highly decorated

**Exercise B****Objective**

The children will be able to understand the main points in a passage.

**Answers**

- 1 b the stall was too crowded
- 2 c they were afraid of sharks

**LESSON THREE****Objective**

The children will be able to answer questions about a story to show that they understand it.

**Preparation**

Give out *Pupil's Book 1* to each child (page 142, Exercise C).

**Answers**

- 1 Food must be kept cool or it will go bad very quickly.
- 2 Food must be covered so that insects and rats cannot get to it.
- 3 The smell attracts flies to meat and fish.
- 4 Maggots hatch from flies' eggs.
- 5 Salt should not be stored in tins because it will make the tin rust.
- 6 Salt could be kept in a plastic bag or container or in a bottle with a lid on it.
- 7 Put it in another covered container and use it as soon as possible.

### New vocabulary

Some new vocabulary is suggested in the programme, but for the most part it is left to the teacher to introduce new words according to the environment and to the pupils' particular needs. Known vocabulary should be used when a new sentence pattern is being taught.

### Substitution of words

Throughout this book the use of *heavy type* indicates that the word(s) may be changed to make other sentences using the same pattern. For example, in the pattern '*I'm doing the washing*' substitutions may be made for '*I'm*' and '*washing*'. Sentences such as the following could be used: He's doing the digging. She's doing the ironing. My father's doing the painting.

### Third person pronouns

When a pupil is using the third person pronouns, i.e. he, she, him, her, his, hers, he must not speak to the person about whom he is speaking, but to someone else. Three children should always be involved in this type of practice. The speaker speaks to the second person about a third person. When the plural form is being used, i.e. they, them, their, the speaker speaks to the second person about two or more other people.

### Language Drills Charts

The Pacific Series *Language Drills* Charts for Grade Three are designed for use with this programme. They are in two sets, *Blue Chart* and *Red Chart*, each with eight pages.

These charts will stimulate pupils towards the use of a wider variety of subjects in the patterns introduced at this standard. With the assistance of these charts, pupils should also be encouraged to build up patterns with adjectives, such as old, young, fat, thin, new, short.

Where more than one page of a chart is suggested as suitable for use in practising a particular pattern, the teacher can choose one page and use it, or turn the pages during the lesson so that all are used.

In many lessons, both charts will be used at the same time. For example, in the pattern '*He does the gardening every day*', *Blue Chart*, pages 1 to 4 and *Red Chart* pages 1 and 2 are suggested as suitable. Both charts should be clearly visible to the pupils, preferably close together. In all such lessons the teacher can open at any pages suggested and later in the lesson turn to the other pages. In this way, the pupils will have the maximum variety of material available in the charts for the pattern being practised.

It is suggested that teachers use the charts carefully during Term One until a satisfactory routine is established. Do not turn the pages too quickly. Allow the pupils to become familiar with the contents of the charts and the correct ways in which they can be used.

## LESSON SUGGESTION 1

## Language Drills

### Statement Forms

#### Introduction

The Pacific Series *Language Drills* Charts for Grade Three should be placed where the pupils can see them clearly.

The pattern should be written on the blackboard before the lesson begins. The words to be substituted for should be underlined or written in a different colour.

The teacher introduces the pattern by using it in a number of different sentences, or in a short story. For example:

I went to Kelli's house. I saw three children. They were working.

I asked them, 'When do you work?'

'I do the sweeping every day', said Heni.

'I do the washing every Tuesday', said Wari.

'I do the gardening every afternoon', said Kelli.

The teacher continues to use sentences substituting for the words underlined (or written in coloured chalk).

Attention should be drawn to the assistance which the charts can provide.

#### Individual Practice

The pupils are encouraged to use sentences substituting for the words underlined (or written in coloured chalk).

#### Group Work

The group leaders practise the sentences as a group. Each one in turn says a sentence based on the pattern.

The group leaders move to their places. The pupils should then move to their leaders.

The group leader says the first sentence and helps each group member to give a sentence based on the pattern. Each member of the group continues to give sentences in turn.

The teacher should move from group to group encouraging different sentences. Attention should be continually drawn to the *Language Drill* Charts.

#### Conclusion

The pupils return to their desks. The teacher asks pupils to repeat the best sentences used during group work.

#### NOTE

It is important that the pupils be shown how the pattern is used in every day situations. This can be done effectively by tying the pattern to current events. For example:

'I told Willie to begin the gardening this afternoon.'

This pattern might be used as follows:

The medical orderly told my uncle to finish the rubbish pit today.

The patrol officer asked our village to begin the road-making this week.

The United Nations told the soldiers to finish the fighting immediately.

The pupils should be encouraged to give sentences without looking at the pattern on the blackboard.

## LESSON SUGGESTION 20 *Written Sentences*

### Completing written sentences

#### *Introduction*

The instructions for each exercise should be read with the pupils. Where necessary, the teacher should discuss the instructions to ensure that all pupils understand how to complete the exercises.

Examples should then be completed orally with the pupils; or the teacher could complete some examples on the blackboard. The teacher is expected to guide the pupils to the correct answers, not to supply these; he does not help the pupils if he completes all the examples himself.

In some exercises, the teacher will need to guide the pupils to the answers of three or more examples. However, as the pupils become familiar with the exercises, fewer examples will need to be completed orally.

#### *Sentence completion*

Attention should be drawn to the correct sitting position for writing, and the pupils encouraged to complete the exercises as neatly as possible.

The teacher should give individual attention to those pupils who find difficulty with the exercises. While the pupils are completing the exercises, the teacher should be correcting their sentences.

If common difficulties are being experienced by the pupils, the teacher should stop the pupil's work and revise the instructions, using examples where necessary.

#### *Conclusion*

Approximately five minutes before the lesson ends, the teacher and pupils should correct the sentences orally.

The teacher should make time for the completion of marking.

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#### NOTE

The teacher will know which pupils need extra assistance. This should be given after the class has commenced the sentence completion step. Do not hold the class back from the written work by spending a lot of time making the instructions clear for a few slower pupils. The teacher must mark all the work of each child. If a child has any part of a sentence wrong he should correct it by writing the whole sentence again. Correction of examples is always difficult to complete during the lesson of this kind, especially with a large class.

Grade Five pupils could be expected to mark some of their own work during Term One. During later terms, under careful supervision, they could be expected to mark most of their written sentences. It will still be necessary for the teacher to check the pupils' work carefully. Where the sentences are reinforcing a Language Drills pattern which the pupils already know, their attention should be drawn to it.

## LESSON SUGGESTION 22

### Written Communication

#### Exercises

The second lesson of Written Communication in each week should include three main activities. They are as follows:

#### *Discussion of the stories written by the pupils in Lesson One*

The lesson could begin with chosen stories being read by the pupils who wrote them. The remainder of the class should be encouraged to tell the teacher about the good points of each story.

The teacher should also discuss with the pupils the errors which occurred most regularly. The children could suggest how these mistakes can be corrected.

#### *Written exercises*

The teacher should set exercises which will give the pupils practice in correcting common mistakes found in their written compositions. There are exercises provided in the pupils' *Using English* books which the teacher can use if they suit the particular problems of his class. The instructions with each exercise in the pupils' *Using English* books must be read with the class to ensure that the pupils understand them clearly. Always work one example orally with the class.

The teacher should correct all the work done by each pupil.

#### *Pupils' diaries*

The pupils who finish their exercises should be encouraged to work in their diaries. Some teachers might decide that the diary work is of more value than a particular exercise. When this occurs, it is recommended that the teacher devotes the exercise time to diary work. Regular attention from the teacher is an important part of the pupils' diary writing.

#### NOTE

The teacher should always choose exercises which will help his particular class. The written exercises have been designed to allow time in each lesson to be used for diary work.

## LESSON SUGGESTION 23

### Written Communication

#### Related sentences about a topic or event

The teacher could briefly discuss a number of topics with the pupils, and encourage them to decide which one interests them the most.

The pupils should be encouraged to give sentences about the subject chosen.

These need not be in sequence at this stage. The teacher can assist the pupils by suggesting ideas through questions. For example:

'Tell us about . . .'

'What happened when . . .'

'What could happen if . . .'

The pupils should then write their sentences in sequence. They should be reminded to start each sentence with a capital letter, and to end each sentence with a full stop.

There is no need for everyone to write on the same topic. Each child should be allowed to choose his or her own topic from the ones suggested; or some pupils may think of a topic for themselves. The teacher should move among the pupils marking, assisting and giving encouragement where necessary.

The teacher should mark as many sentences as possible during the lesson.

Stories not marked could be collected, but ensure that the pupil is present for the marking of the story.

#### NOTE

The pupils should always be present for the marking of the story. Where possible, the pupil should be led to making the corrections for himself or herself. The teacher can point out an error and encourage the pupil to suggest a correction. In this way difficulties arising can be discussed with pupils as they appear.

Pupils become discouraged when they see their stories with a lot of corrections written over them. It is recommended that teachers treat specific areas and look mainly for these when correcting the compositions. Some of these might be:

good introductory sentence for every story

many different sentence beginnings

a good conclusion for every story

sentence enrichment—use of adjectives and adverbs.

If each of these areas is treated thoroughly, Grade Five pupils will be well on the way to being able to write good compositions. It is probably better if teachers ignore the less important English mistakes in pupils' compositions. Too much marking will often frighten pupils away from imaginative writing. Many pupils will look for easier words rather than run the risk of making a mistake with a better word. It is important that pupils' creative and imaginative abilities be encouraged, not stifled, at this stage.

## LESSON SUGGESTION 29

### Reading

#### Introductory lesson for a story from the Reader

##### Introduction

The teacher should stimulate interest in the story with a short discussion based on the main subject of the story. It is important that the subject be discussed, not the story itself.

For example: for the story *Coconut Baby* the teacher could ask questions such as:

- What is a legend?
- Which legends are well known in this district?
- Do you know any stories about coconuts?
- Where did coconuts come from?

Continue with questions of this kind

The pupils then open their Readers at the story.

The new reading words at the beginning of the story are explained. The pupils should read each word and give sentences which show its meaning. The teacher must be prepared to give help where necessary. Do not allow difficulties to interrupt the flow of the lesson.

After the new single words of each story, there are often a few groups of words. These groups are called 'idioms'. The meaning of each idiom should be understood before the pupils begin reading the story.

##### Reading

The pupils read the story silently.

##### Discussion

The teacher stimulates the discussion with questions such as:

- Did you like the story?
- Which part was best?
- Which part made you laugh?
- Who started the trouble?
- How did the story end?

The teacher stimulates the discussion with questions which direct the pupils' attention to different parts of the story.

For example, in *Coconut Baby* the following questions would be suitable:

- Why did Nokai tell his mother to bury him?
- Why was Kimolare so pleased when she saw the small green sprout in the ground?
- Why was Kimolare so proud in the end?

The teacher could ask questions and encourage the pupils to find sentences in the story which tell the answers.

##### Conclusion

The teacher could read the story aloud. The pupils follow the story in their Readers.

##### NOTE

It is important that the story isn't discussed in the Introduction. The teacher is advised to make sure pupils' Readers are closed until the Introduction is completed: after that the pupils should be asked to open them for the treatment of the new words.

Some questions are provided in the lesson notes. The teacher should select those most suitable and add other questions to these where necessary. The teacher must be prepared to help individual pupils during the silent reading step. The teacher will know which pupils are most likely to need this kind of assistance.

Avoid using questions which can be answered simply by 'Yes' or 'No'.

## LESSON SUGGESTION 30

### Reading

#### Comprehension exercises for a story from the Reader

##### Revision

Revise the meaning of the new words at the beginning of the story.

The words should be used in sentences by the pupils.

The pupils should open their Readers at the story.

Recall the main parts of the story. Simple oral questions should be used.

The pupils read the story silently.

##### Written exercises

The pupils should open their *Using English* books at the correct page. The pupils read the first questions silently and are encouraged to find the answer in the story. A pupil should give the answer orally.

The teacher directs the pupils' attention to the need for:

- capital letters
- full stops
- a new line for each answer

The pupils complete the exercises. The teacher should be continually assisting the pupils and marking sentences while they are writing.

##### Conclusion

The pupils give the answers orally to each question

Marking is completed by the teacher

##### NOTE

It is suggested that the pupils' exercise books be ruled and a heading written before the Revision step begins.

Where time allows, pupils should rewrite the answers to questions which were answered incorrectly

Where flash cards are used, the teacher could make a competition among the pupils. Those pupils who recognise the words and use them correctly in a sentence could be allowed to keep the flash cards on their desk until the end of the lesson.

The fast workers could go to a selected area of the classroom and read orally in small groups. The emphasis should be on correct expression and intonation. A group of this kind could work quietly by itself, with an occasional visit from the teacher. There are more than enough questions for the average Grade Five pupil to complete in each lesson. It will be necessary for the teacher to select the questions most suitable for his pupils.

Grouping within the class is recommended. Where this is done, the examples chosen for the groups could be indicated on the blackboard as follows:

Green Group	Red Group	Blue Group
Nos. 1, 2, 3, 4 and 5	Nos. 1, 2, 3, 4, 5 and 7	Nos. 3, 4, 5, 6, 7 and 8

## Reading

Lesson One *The Circus* (Lesson Suggestion 29)  
'Uncle Erbo's Sing-Sing Paint'

In the discussion at the beginning of the lesson, questions such as the following could be asked:

- What are experiments?
- What are machines and who makes them?
- Why do people want different kinds of machines?
- What are some machines which make your lives easier?

The pupils should have their Reader *The Circus* open at page 11.

Encourage the pupils to discuss the meanings of the words and phrases under the title on page 11.

'Spinning' means turning in circles.

'Just the thing' means exactly what is wanted to solve a problem. For example, a comb is 'just the thing' to deal with untidy, knotty hair.

In the discussion of the story, questions such as the following could be asked:

- Was Uncle Erbo's 'people washer' a complete failure?
- What was wrong with the sing-sing paint?
- Did the story finish happily?
- What happened to the tomato sauce?

Lesson Two *The Circus* (Lesson Suggestion 30)  
'Uncle Erbo's Sing-Sing Paint'

The pupils should have their Reader open at page 11.

Revise the new words and patterns introduced in Lesson One.

The pupils should have their *Using English Book Two* open at Lesson One, page 32.

## Lessons Three, Four, Five and Six

These lessons are to be planned by the teacher to fit the specific needs of the pupils.

The following Pacific Series material is available to assist where it is needed:

- 1 *Reading Games for Grade Five* (Teachers Notes for Reading Games is a separate book.)
- 2 Supplementary Reader No. 2 for Grade Five (Lesson Suggestion 31 will assist with the delivery of this lesson.)
- 3 *Using English Book Two*, Lesson Two, page 33 (Lesson Suggestion 32 will assist in the delivery of this lesson.)

## Poetry

## 'Old New Guinea Lullaby' (Lesson Suggestion 34)

If the pupils do not know what a lullaby is it might best be described as a soothing song which is sung to put a baby to sleep. It is usually sung quietly and slowly with a rocking rhythm to give the impression of a gently swaying motion. This effect can be given by emphasising the rhythm. In this poem, the words, 'Hush my baby, sleep' are repeated and a definite rhythm can be read into them by emphasising the words 'hush' and 'sleep'.

The reading of the poem could follow a discussion of how the pupils and their parents put babies to sleep. Some babies swing in a net from the branches of a tree. This is a rhythmical action and this rhythm can be read into the poem to show how a poem called a lullaby uses a rhythmical sound to put a baby to sleep.

During the final reading, the pupils could pretend to be nursing a baby and swinging it in their arms to the rhythm of the poem. Where a picture is to be included as an activity ensure that each pupil uses his own ideas. To do this, the pupils must talk and the teacher listen.

## Grammar

## (Lesson Suggestion 34)

The pupils should have their *Using English Book Two* open at page 34.

Discuss with the pupils the exercises completed in Week One.

Some answers to the last exercise are as follows:

- |           |          |          |          |          |
|-----------|----------|----------|----------|----------|
| 1 runs    | competes | 2 paints | draws    | sketches |
| 3 sells   | prepares | 4 types  | writes   |          |
| 5 repairs | removes  | fixes    | 6 writes | collects |
| 7 heals   | visits   | 8 mends  |          |          |

## TERM ONE

## WEEK 11

### Lesson One (continued)

As this is an introductory lesson the teacher should be prepared to treat all examples orally if this seems necessary. It is more important to gain the pupils' understanding of the correct use of apostrophes of ownership than to have completed written work.

It is recommended that the examples be written on the blackboard and completed in front of the whole class with the teacher explaining each.

Note the answers to the examples.

- 1 pig's tail    2 man's wife    3 sister's son
- 4 neighbour's children or neighbours' children (either is correct because it could be one neighbour or more than one neighbour. The sentence doesn't tell the reader which is the case).
- 5 birds' feathers

### Lesson Two (Lesson Suggestion 20)

The pupils should have their *Using English Book One* open at Lesson Two, page 105.

Give extra assistance to those who need it in finding questions to match given answers. At least two examples should be completed before the pupils begin their written work.

### Lesson Three (Lesson Suggestion 20)

The pupils should have their *Using English Book One* open at Lesson Three, page 106.

At least two examples should be corrected on the blackboard before the pupils begin their written work.

### Lesson Four (Lesson Suggestion 20)

The pupils should have their *Using English Book One* open at Lesson Four, page 106.

At least two examples should be completed orally before pupils begin their written work.

### Lesson Five (Lesson Suggestion 20)

The pupils should have their *Using English Book One* open at Lesson Five, page 107.

## Written Communication

### Lesson One Letter writing (Lesson Suggestion 24)

The correct setting out of address and date should be carefully supervised. Discuss carefully the requirements of the instructions on page 108 of *Using English Book One*.

## TERM ONE

## WEEK 11

### Lesson Two Exercises (Lesson Suggestion 22)

Common errors found in the letters written in Lesson One should be discussed. Where necessary the teacher might set exercises which will assist the pupils to reduce these errors.

The exercises on page 108 of *Using English Book One* will give pupils practice in recognising correct order of sequence.

## Spelling and Dictation

The answers to the Spelling Exercises are as follows:

- Exercise A 1 dictionary 2 rattled 3 crippled 4 salary  
5 giggled
- Exercise B 1 five nine 2 drawer 3 together  
4 attack 5 entrance
- Exercise C There are many words in each of these groups.
- Exercise D The word which fits section 7 of this intersection is 'flew'.
- Exercise E There are many correct words which fit this group.

### Lesson One (Lesson Suggestion 25)

Salary primary secondary dictionary  
These words all end with 'ary'.

### Lesson Two (Lesson Suggestion 25)

settled giggled rattled crippled

All of these words have 'led' after a double consonant. For example 'settled' has 'led' after 'tt', 'giggled' has 'led' after 'gg', 'rattled' has 'led' after 'tt'.

### Lesson Three (Lesson Suggestion 25)

This lesson could be used to introduce words listed from every day English usage and reading. The words from the Family Group could be used also. Spelling Exercises are available on pages 108 to 109 of *Using English Book One* if required.

### Lesson Four (Lesson Suggestion 27)

The Spelling Exercises on pages 108 to 109 of *Using English Book One* could be used during the lesson. The following Listening Exercises might also be useful.

Exercise 1 'Which letters make these sounds?' (It is important that the sounds be made; don't use the letters' names when giving the instructions.)

- The sound 'oo' in 'shooting'  
The sound 'ur' in 'nurse'  
The sound 'ir' in 'circle'  
The sound 'er' in 'her'

## TERM ONE

## WEEK 11

### Language Drills

**Lesson One** What *have you* got to do *today*? (Lesson Suggestion 2)  
*I've got to go home.*

A more normal response to this question pattern is the shortened form, 'Go home.' This can be accepted when drilling this pattern although the longer form gives extra practice in using 'have got to'.

This common pattern should cause Standard Five pupils little difficulty.

The following examples will help the pupils to understand how the pattern can be varied:

What have the new councillors got to do this week? Call a meeting.

What has our teacher got to do after school? Prepare some lessons.

What has the parachutist got to do next weekend? Jump from a plane.

Attention should be paid to the answers of this pattern to see that they are sensible and are the things which would be done at the time used in the question. For example, this answer would not be sensible:

What have the boys got to do after sunset? Play football.

The Pacific Series *Language Drills, Brown Chart*, pages 1 to 6 and *Purple Chart*, pages 4, 5 and 8 will help to practise this pattern.

**Lesson Two** Who's got to go to *the police station today*? (Lesson Suggestion 2)  
*My brother.*  
*My brother has.*

Encourage the use of questions such as:

Who's got to go to the airport on Saturday?

Who's got to go to the aidpost this afternoon?

Who's got to go to the garden after breakfast?

The Pacific Series *Language Drills, Purple Chart*, pages 6 to 8 will help to practise this pattern.

**Lesson Three** Who's got to do *the cleaning this morning*? (Lesson Suggestion 2)  
*I have.*  
*Piawin.*

Encourage the use of questions such as:

Who's got to do the washing after school?

Who's got to do some weeding on Saturday?

Who's got to do some painting this week?

The Pacific Series *Language Drills, Purple Chart*, pages 4, 5 and 8 will help to practise this pattern.

## TERM ONE

## WEEK 11

**Lesson Four** Where *have you* got to go *after school*? (Lesson Suggestion 2)  
*To the garden.*

This is a common pattern often used in the everyday conversation of many Grade Five pupils. It should present little difficulty.

Encourage the use of questions such as:

Where have they got to go before sunset?

Where has the old man got to go tomorrow?

Where have the policemen got to go this afternoon?

The Pacific Series *Language Drills, Brown Chart*, pages 1 to 6 and *Purple Chart*, pages 6 to 8 will help to practise this pattern.

**Lesson Five** Revision

A suitable pattern treated this week should be selected for revision. Some teachers and pupils will decide to practise a number of patterns.

### Oral Communication

**Lesson One** Mimes (Lesson Suggestion 17)

Three or four main actions should be recognisable in each mime. Observers will then be expected to choose the three or four most important parts of each mime.

Encourage the pupils to describe what is happening in the mime sequence as a story, not just to say that a particular pupil is performing particular actions.

This lesson is often enjoyed more outside the classroom.

**Lesson Two** Retelling a story (Lesson Suggestion 12)

Pupils should select the stories they wish to retell. The story might be one read to them by the teacher or it might be one read privately.

Group work is recommended with the best stories to be retold to class at the conclusion of the lesson.

**Lesson Three** Instructions (Lesson Suggestion 13)

Pupils could work in pairs for this lesson. The two pupils could practise giving each other instructions. Then pupils could divide into groups and each group could practise giving instructions to another.

A competition with points for correct following of instructions could be devised.

### Written Sentences

**Lesson One** (Lesson Suggestion 20)

The pupils should have their *Using English Book One* open at Lesson One, page 105.



## TERM TWO

## WEEK 1

**Lesson Three** After (Lesson Suggestion 1)  
When the sunset *my*  
Before  
*sisters returned from*  
*the garden.*

Note that the first clause does not change. This is suggested so that a variety of subjects can be used in the drilling of the pattern. In this way there will not be confusion through too much substitution. The quicker pupils might wish to change the first clause also during their group work. Where the teacher feels that this can be done without confusion he should substitute another fixed clause such as '(When After Before) the storm ...'

Suitable examples of the pattern are as follows:

After the sun set the men fished for some crayfish.  
Before the sun set the old man returned to his home.  
When the sun set my mother searched for her children.

The Pacific Series *Brown Chart*, pages 1 to 4 and *Purple Chart*, pages 4 and 5 will help to practise this pattern.

**Lesson Four** After (Lesson Suggestion 1)  
When *I cooked my food*  
Before  
*I went to the store.*

It is suggested that the first person singular (I) be used in all sentences while practising this pattern.

Suitable examples of the pattern are as follows:

After I washed my clothes I slept in the shade.  
When I finished my bath I returned to my house.  
Before I lit the fire I worked in my garden.

The Pacific Series *Purple Chart*, pages 4 and 5 will help to practise this pattern.

### Lesson Five Revision

Revise chosen patterns introduced during the week. It is recommended that each sentence begin with 'When', 'After' or 'Before'. If the clauses are exchanged at this stage pupils could well become confused over the correct way of using 'before' and 'after'.

## Oral Communication

**Lesson One** Discussion time (Lesson Suggestion 6)

This lesson could be used to discuss the school holidays. Encourage the pupils to discuss their holiday period in groups and at the end of the lesson to present a summary for the whole class of the most exciting things that happened.

Encourage the use of adjectives in normal story telling. In this way the pupils' descriptions will become more concise. By concentrating on this aspect, the pupils' powers of observation will also become sharper.

## TERM TWO

## WEEK 1

**Lesson Two** Discussion time (Lesson Suggestion 6)

Direct the pupils' attention to things about them and encourage them to discuss how they change. Begin with themselves. What differences are there in the pupils since this time last year? Can they remember each other then? The teacher could try to obtain a photograph on which to base discussion.

How have the trees changed? Does this happen every year? What other things in the district, home and school have changed? In what way have they changed?

To take part in this discussion, pupils will have to focus attention on particular things more closely and will need to use adjectives to help describe the differences.

**Lesson Three** Dramatisation (Lesson Suggestion 8)

The pupils could use the story on page 7 of *Using English Book Two* as the basis for a mime or short play. Encourage them to think of other situations which could be dramatised.

## Written Sentences

**Lesson One** (Lesson Suggestion 20)

The pupils should have their *Using English Book Two* open at Lesson One, page 4.

The answers to this exercise are as follows:

1 After 2 before 3 Before 4 Before 5 after  
6 after 7 After 8 After 9 before 10 after

**Lesson Two** (Lesson Suggestion 20)

The pupils should have their *Using English Book Two* open at Lesson Two, page 4.

Note example 5 'Do as I tell you', said grandfather. 'Get that pipe quickly.' Examples 8, 9 and 10 are similar.

**Lesson Three** (Lesson Suggestion 20)

The pupils should have their *Using English Book Two* open at Lesson Three, page 5.

Answers to this exercise are as follows:

1 Because 2 after 3 but 4 Before 5 and  
6 and 7 because 8 After 9 but 10 before

**Lesson Four** (Lesson Suggestion 20)

The pupils should have their *Using English Book Two* open at Lesson Four, page 5.

**Lesson Five** (Lesson Suggestion 20)

The pupils should have their *Using English Book Two* open at Lesson Five, page 6.

## TERM TWO

## WEEK 1

### Written Communication

#### Lesson One Diary writing (Lesson Suggestion 22)

Encourage the pupils to find their most interesting diary entry and read it to the class if they want to do this.

Ensure that the instructions on page 6 of *Using English Book Two* are read carefully. Move among the pupils and encourage them with praise for neat, careful and interesting entries.

Look back through some diaries to show the pupils that you are interested in their work.

#### Lesson Two A Comic Story (Lesson Suggestion 21)

Encourage discussion of the story in the pictures. What is being said? Does this make sense with the rest of the story?

Encourage the pupils to use adjectives and adverbs to add interest and detail to their stories.

Insist on correct sitting posture and pencil grip so that pupils' best writing appears.

### Spelling and Dictation

The answers to the Spelling Exercises are as follows:

Exercise A 1 soundless 2 tourist 3 breathless  
4 crane, crates 5 dentist

Exercise B 1 'y' 2 'd' 3 'v' 4 'w' 5 'y'

Exercise C There are many words for each of these groups.

Exercise D There are many more words which belong to this group.  
For example: captain, sailors, freight, ropes, wire, nets, horns.

#### Lesson One (Lesson Suggestion 25)

dentist artist tourist typist

These words all have 'ist' in them.

#### Lesson Two (Lesson Suggestion 25)

wireless soundless useless breathless

These words all end with 'less'.

#### Lesson Three (Lesson Suggestion 25)

This lesson could be used to introduce words listed from every day English and reading. The words from the Family Group could be used also. Spelling Exercises are available on page 8 of *Using English Book Two* if required.

## TERM TWO

## WEEK 1

#### Lesson Four (Lesson Suggestion 27)

The Spelling Exercises on page 8 of *Using English Book Two* could be used during the lesson. The following Listening Exercises might also be useful.

Exercise 1 'Are the beginning sounds of these pairs of words the same or different?'

1 shame tame 2 try trick 3 thought short

4 steer spear 5 thick thin

Exercise 2

'Which word has the "ur" sound as in "nurse"?'  
horse purse rush

'Which word has the "sh" sound as in "wish"?'  
shave champion rich

'Which word has the "ar" sound as in "market"?'  
hurt port part

#### Lesson Five

Dictation

Draw the pupils' attention to the need for correct punctuation in these sentences.

- 1 Did you thank the referee after your victory?  
The refrigerator refused to work.
- 2 After the rain the wireless was useless.  
I wasn't at all breathless after the race.
- 3 There were a dentist and an artist on the tourist ship.  
Do you want to become a typist?

### Writing

#### Modified cursive (Lesson Suggestion 28)

Pupils will usually need careful reminders of the rules of good writing after they have had some time away from school. These rules should be revised before any written work commences.

At this stage the individual styles which will always develop can be seen in your pupils' writing. Some will have already established neat and easily read writing styles. Others will have developed personal bad habits of writing. During this term the teacher should concentrate on eliminating or at least reducing these bad habits. One of the best ways of doing this is to help the pupil to recognise his own weaknesses. Ask him to tell you which parts of his writing are hard to read. Which letters do not slope correctly? Which letters are not consistent in size?

During this term the exercises provided will concentrate on the different kinds of punctuation. Careful attention should be given to the establishment of correct habits in this area of written work.

## TERM TWO

## WEEK 1

### Reading

#### Lesson One *The Circus* (Lesson Suggestion 29) "The Heron and the Turtle"

In the discussion at the beginning of the lesson, questions such as the following could be asked:

What is meant by these words? 'A friend in need is a friend indeed.'  
When someone helps you, do you feel you should help that person?  
Why?

The pupils should have their Reader *The Circus* open at page 4.

Encourage the pupils to discuss the meanings of the words and phrases under the title on page 4.

'Wade' means to walk through water, snow, sand, mud.

'Realise' means to understand clearly.

'Gradually' means little by little or slowly.

In the discussion of the story, questions such as the following could be asked:

How was the heron trapped?  
Why didn't the fish stop to help?  
What was the heron afraid of?  
How did the turtle escape?

#### Lesson Two *The Circus* (Lesson Suggestion 30) "The Heron and the Turtle"

The pupils should have their Reader *The Circus* open at page 4.

Revise the new words introduced in Lesson One.

The pupils should have their *Using English Book Two* open at Lesson One, page 10.

#### Lessons Three, Four, Five and Six

These lessons are to be planned by the teacher to fit the specific needs of the pupils.

The following Pacific Series material is available to assist where it is needed:

- 1 *Reading Games for Grade Five (Teachers Notes for Reading Games is a separate book.)*
- 2 *Supplementary Reader No. 2 for Grade Five. (Lesson Suggestion 31 will assist in the delivery of this lesson.)*
- 3 *Using English Book Two, Lesson Two page 11 (Lesson Suggestion 32 will assist in the delivery of this lesson.)*

## TERM TWO

## WEEK 1

### Poetry

#### 'Sepik River' (Lesson Suggestion 34)

For many pupils this will be their first poetry lesson. Some teachers will decide to read a number of short poems so that the pupils can compare them to 'Sepik River'. Provided the poems are short this approach could prove very interesting. If rhyme and rhythm are to be noticed in the selected poems it is suggested that these aspects be emphasised during the reading. The discussion should be prompted by the pupils' interest rather than the teachers' direction to particular points. It will be better to aim at a general impression rather than detailed or specific study of the words, ideas and structure. It is most important for the children to be allowed to enjoy the poems in their own way. One of the major aims of poetry is to stimulate imagination and each person will appreciate a poem in his or her own way if given the opportunity.

For those teachers using the poem 'Sepik River' it is suggested that the pupils be made aware that the ideas in this poem are the ideas of Papua New Guinean children. The dramatic use of voice will add meaning. The poem is a little bit frightening and the teacher's voice can help to give this impression. The teacher's hands weaving slowly while the poem is read will help to give an idea of a slowly winding river.

Explain that 'the dawn of time' refers to the beginning of time—a very long, long time ago. Where stimulation is needed in discussion the teacher could select questions from the following:

What does the printing of this poem look like?

Does a river have a 'belly'? What is meant by the river's belly?

What things does the poem say can be found in the river's belly?

What would it be like in the river's belly?

What are some other good words to describe a river? Are all rivers the same? How are they different?

As an activity the pupils could be shown the example of a page from an anthology and encouraged to begin their own. They could be encouraged to write a line or two about a nearby river or creek.

The pupils could be encouraged to read the poem to each other, using the expression of their voices to give more meaning to it.

The sign of success of a poetry lesson will appear when your pupils are using their own time to illustrate an anthology or are saying lines to each other from poems they have heard.

### Grammar

#### (Lesson Suggestion 35)

The pupils should have their *Using English Book Two* open at page 12.

Discuss with the pupils the work done with nouns and verbs in Term One.

The nouns in the first exercise are as follows:

- |           |            |        |         |       |       |        |
|-----------|------------|--------|---------|-------|-------|--------|
| 1 pig     | clouds     | reader | 2 lawn  | mower | sent  | tongue |
| 3 pen     | exercises  | pupils | 4 brush | floor | paint |        |
| 5 numbers | scribbling | pad    | hammer  |       |       |        |

## LESSON SUGGESTIONS FOR LANGUAGE DRILLS

### Introduction

The learning of a language is a skill. As with any skill, the only way to learn a language is by constant, repeated, and supervised practice of the correct forms in meaningful situations. This practice must be individual or serious errors will go unnoticed and uncorrected.

The following lesson suggestions are based on this principle. Children first listen to the teacher's clear presentation of a sentence pattern and to a number of sentences using the pattern with the substitution of other vocabulary. This is followed by individual practice in Class Groups.

There are several different types of Language Drills lessons and lesson suggestions are provided for each type. You will find the reference to the lesson suggestions given with the content for each lesson in the programme.

### Time allotment

The lessons are planned to be 20 minutes in length and the time could be allotted to each step approximately as follows:

#### Presentation of the sentence pattern

- |                                |           |
|--------------------------------|-----------|
| 1. Teacher's demonstration     | 1 minute  |
| 2. Substitution by the teacher | 2 minutes |
| 3. Individual practice         | 3 minutes |

#### Individual drills in groups

- |                              |            |
|------------------------------|------------|
| 1. Leaders                   | 1 minute   |
| 2. Class groups              | 10 minutes |
| 3. Conclusion—class practice | 3 minutes  |

### Formation of groups

It is desirable to have five or six pupils in each group, and a maximum of six groups. The teacher will find it very difficult to supervise more than six groups successfully.

One group leader is needed for each group. From among the best speakers choose the children who will be good leaders. The leaders are chosen first and then the children are divided into groups, making sure that there are some good speakers in each group. The children should stay in the same groups for each Language Drills lesson. Efficient routines will be developed if each group has a set place in the classroom for its group work.

### Use of objects for class groups

If objects are to be used in the lesson they should be placed in boxes ready for each group leader to collect at the end of the Leaders' Group practice. The boxes could have either the leader's names on them or names given to each group as a whole, such as the names of animals or colours.

As the teacher will have to arrange objects before the lesson is given, it is recommended that the lesson be checked on the day before it is to be taught.

### Revision lessons

There is no separate lesson plan provided for revision lessons because the steps are the same as those used when introducing a sentence pattern. Note that the time allocation for the different parts of the lesson will change, with less time needed for the teacher's introduction and more time available for group work.

If a lesson has been missed because of holidays or for some other reason, a revision lesson might be used to introduce the pattern.

### New vocabulary

Some new vocabulary is suggested in the programme, but for the most part it is left to the teacher to introduce new words according to the environment and to the pupils' particular needs. Known vocabulary should be used when a new sentence pattern is being taught.

### Substitution of words

Throughout this book the use of *heavy type* indicates that the word(s) may be changed to make other sentences using the same pattern. For example, in the pattern '*I'm doing the washing*' substitutions may be made for '*I'm*' and '*washing*'. Sentences such as the following could be used: He's doing the digging. She's doing the ironing. My father's doing the painting.

### Third person pronouns

When a pupil is using the third person pronouns, i.e. he, she, him, her, his, hers, he must not speak to the person about whom he is speaking, but to someone else. Three children should always be involved in this type of practice. The speaker speaks to the second person about a third person. When the plural form is being used, i.e. they, them, their, the speaker speaks to the second person about two or more other people.

### Language Drills Charts

The Pacific Series *Language Drills* Charts for Grade Three are designed for use with this programme. They are in two sets, *Blue Chart* and *Red Chart*, each with eight pages.

These charts will stimulate pupils towards the use of a wider variety of subjects in the patterns introduced at this standard. With the assistance of these charts, pupils should also be encouraged to build up patterns with adjectives, such as old, young, fat, thin, new, short.

Where more than one page of a chart is suggested as suitable for use in practising a particular pattern, the teacher can choose one page and use it, or turn the pages during the lesson so that all are used.

In many lessons, both charts will be used at the same time. For example, in the pattern '*He does the gardening every day*', *Blue Chart*, pages 1 to 4 and *Red Chart* pages 1 and 2 are suggested as suitable. Both charts should be clearly visible to the pupils, preferably close together. In all such lessons the teacher can open at any pages suggested and later in the lesson turn to the other pages. In this way, the pupils will have the maximum variety of material available in the charts for the pattern being practised.

It is suggested that teachers use the charts carefully during Term One until a satisfactory routine is established. Do not turn the pages too quickly. Allow the pupils to become familiar with the contents of the charts and the correct ways in which they can be used.

## LESSON SUGGESTION 1

## Language Drills

### Statement Forms

#### Introduction

The Pacific Series *Language Drills* Charts for Grade Three should be placed where the pupils can see them clearly.

The pattern should be written on the blackboard before the lesson begins. The words to be substituted for should be underlined or written in a different colour.

The teacher introduces the pattern by using it in a number of different sentences, or in a short story. For example:

I went to Kelli's house. I saw three children. They were working.  
I asked them, 'When do you work?'

'I do the sweeping every day', said Henri.

'I do the washing every Tuesday', said Wari.

'I do the gardening every afternoon', said Kelli.

The teacher continues to use sentences substituting for the words underlined (or written in coloured chalk).

Attention should be drawn to the assistance which the charts can provide.

#### Individual Practice

The pupils are encouraged to use sentences substituting for the words underlined (or written in coloured chalk).

#### Group Work

The group leaders practise the sentences as a group. Each one in turn says a sentence based on the pattern.

The group leaders move to their places. The pupils should then move to their leaders.

The group leader says the first sentence and helps each group member to give a sentence based on the pattern. Each member of the group continues to give sentences in turn.

The teacher should move from group to group encouraging different sentences. Attention should be continually drawn to the *Language Drill* Charts.

#### Conclusion

The pupils return to their desks. The teacher asks pupils to repeat the best sentences used during group work.

#### NOTE

It is important that the pupils be shown how the pattern is used in every day situations. This can be done effectively by tying the pattern to current events. For example:

*'I told Willie to begin the gardening this afternoon.'*

This pattern might be used as follows:

The medical orderly told my uncle to finish the rubbish pit today.

The patrol officer asked our village to begin the road-making this week.

The United Nations told the soldiers to finish the fighting immediately.

The pupils should be encouraged to give sentences without looking at the pattern on the blackboard.

## LESSON SUGGESTION 2

## Language Drills

### Question and Answer Forms

#### Introduction

The Pacific Series *Language Drills* Charts for Grade Three should be placed where the pupils can see them clearly.

The pattern should be written on the blackboard before the lesson begins. The words to be substituted for should be underlined or written in a different colour.

The teacher introduces the pattern by using it in a number of different questions and answers. A short story which includes the pattern could also be used.

The teacher continues to use questions and answers substituting for the words underlined (or written in coloured chalk). The pupils can be expected to answer questions asked by the teacher.

Attention should be drawn to the assistance which the charts can provide.

#### Individual Practice

Pupils should be encouraged to ask the teacher and other pupils questions based on the pattern.

#### Group Work

The group leaders practise the pattern as a group using questions and answers. The group leaders move to their places, the group members move to their leaders and form a small circle.

The group leader asks the first question. The pupil beside him answers and then asks a question. The next pupil answers and then asks a question. This continues with each group member asking questions and answering in turn.

The teacher should move from group to group giving assistance where it is needed.

#### Conclusion

The pupils return to their desks. The teacher encourages pupils to repeat the best questions and answers used during the group work.

#### NOTE

It is important that the pupils be shown how the pattern can be used in every day situations. Advanced classes might like to act a common daily occurrence where the pattern can be used.

## LESSON SUGGESTION 3

## Language Drills

### Practice from a Substitution Table

#### Introduction

The Pacific Series *Language Drills* Charts for Grade Three should be placed where the pupils can see them clearly.

The substitution table should be written on the blackboard before the lesson begins.

The teacher introduces the pattern. This could be done in a short story. For example, for the sentence pattern 'There's enough *wood* to *make a fire*', the following story could be used:

Yesterday I spoke to a builder. He was building a new house. He said,

'There's enough iron to make a roof.

There's enough timber to build a frame.

There's enough cement to make a floor.

There are enough nails to build the house.

I think I will start today'.

The builder worked hard.

The teacher repeats the sentence pattern using substitution. He shows how the substitution table can be used to make a number of different sentences, by choosing a word or a group of words from each box.

#### Individual Practice

The pupils should be encouraged to use sentences or questions from the substitution table.

#### Group Work

The group leaders practise the sentence pattern as a group each giving at least one correct sentence from the substitution table.

The group leaders move to their places. The pupils should then move to their leaders.

Each group leader says the first sentence or asks the first question, and then helps each pupil to give a suitable sentence or question.

Pupils who can make sentences or questions of their own should be encouraged to do so.

#### Conclusion

The pupils return to their desks. The teacher encourages the pupils to repeat the best sentences or questions used during the group work.

#### NOTE

It is important that the pupils be shown how the pattern can be used in every day situations.

Practice should not be restricted to the use of the substitution table. Pupils should be encouraged to think up their own sentences or questions.

The substitution table is not to be used to introduce the pattern. It is used to practise the pattern after the teacher has introduced it.

## LESSON SUGGESTIONS FOR ORAL COMPOSITION

### Introduction

The following lesson suggestions are provided to assist and guide teachers in presenting Oral Composition lessons. Each class has its individual strengths and weaknesses, and teachers are advised to use the suggestions which will best assist the pupils in their particular classes. It is hoped that these suggestions will help teachers develop their own ideas and approaches to this subject. Teachers should, at all times, be thinking of new ways to present these lessons.

The lesson suggestions are designed to give the pupils a number of different situations in which they can use sentences from known sentence patterns. In all lessons, the pupils should be encouraged to use as many different sentence patterns as possible. As the number of known sentence patterns increases, so also should the number of different sentence patterns used in Oral Composition lessons.

Lessons presented during the early part of the year require quite a lot of explanation of lesson steps and the rules of games. When the pupils are familiar with these steps and rules, the teacher's part should be mainly that of careful supervision.

Timetables should be arranged so that Oral Composition, Lesson One, for each week is presented before Written Composition, Lesson One.

### Group Work

The careful selection of suitable group leaders will assist teachers in the effective presentation of Oral Composition lessons. Should a teacher notice the groups falling into dull and dreary routines, a change of a leader from one group to another could help to stimulate further effort.

Some groups in every class will be ready to work on their own before other groups. If the class size, and control, allows it, these groups should be encouraged to commence group work while the teacher spends more time with the slower pupils. Each teacher will have to decide when group work in each type of lesson might begin effectively.

Teachers should not hesitate to stop a group activity and return to a class activity if the groups have not understood the steps correctly.

### Associated Materials

The Pacific Series *Composition Pictures for Grade Three* are designed for use with the programmes in this book.

## LESSON SUGGESTION 6

## Oral Composition

### Related Sentences about Sequence Pictures

The sequence pictures for the lesson should be placed where all the pupils can see them clearly.

#### Observation

The pupils should look at the pictures without talking

#### Discussion and Questioning

Sentences about any part of any picture which interests the pupils should be encouraged by the teacher. It is desirable for the pupils to name the people in the pictures.

Through careful questioning, attention can be directed to those things in the pictures which the pupils have not noticed. In this way, the main points in the story can be treated.

#### Related Sentences

The pupils' attention can be re-directed to the first picture in the series, and suitable sentences encouraged.

Each picture should be treated in sequence, until the story is complete.

Pupils who give good sentences for each picture of the story could be asked to repeat them in the correct order. In this way, the story would be told by the pupils in their own words.

#### Group Work

When the teacher feels that the pupils understand this kind of lesson well, the 'Related Sentences' section can be treated in groups.

At the conclusion of the lesson the best sentences for each picture of the story could be chosen from the different groups. The pupils chosen would tell the story by repeating the sentences in the correct order.

If a group has a good story of its own, it could be asked to present its story to the class.

#### NOTE

The pictures will be more effective in stimulating good sentences if the pupils have not seen them before the lesson.

The teacher should encourage the use of words which tell something about the people or things in the pictures. For example, the *fat* man, the *lazy* girl, the *angry* dog.

In some lessons, groups of words have been suggested as suitable for use. These are examples only, and teachers should use only those which will assist the pupils. Some of the groups of words suggested will be too difficult for use by some Standard Three pupils, but the teacher might suggest other words.

Group work will require careful supervision if it is to be effective. A teacher who moves around among the groups regularly and quickly will be able to stop the pupils practising incorrect English.

Careful attention should be given to the treatment of picture series which have a picture missing.

## OR POETRY (Lesson Suggestion 40)

**Preparation**

Give out *Pupil's Book 3* to each child (page 137).

**Answers**

- 1 At night.
- 2 The poet could see its shape and hear its faint squeal.
- 3 flying
- 4 When it is hanging from a tree.
- 5 Because it eats fruit from our trees.
- 6 It makes a faint squeal.

## LESSON FIVE

**Objective**

The children will be able to play Reading Games.

**Preparation**

Give out *Reading Games for Grade 6* to each child (pages 98-102).

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**LISTENING****39**

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## LESSON ONE

**Objective**

The children will be able to put the stress mark above the correct syllable in each word.

**Preparation**

Copy the following words on the blackboard. (Each word has the stressed syllable *underlined* for the Teacher's benefit only. Do *not* underline them on the blackboard.)

at-tack e-vil help-ful ed-u-ca-tion e-qual fin-all-y ad-ven-ture  
stu-dent ad-van-tage bam-boo re-al-ize yell-ow in-ter-est-ed

**Method**

- 1 Do the first one for the class by saying at-tack with the stress laid on the second syllable. Show on the blackboard how to put the stress mark above the second syllable.
- 2 Now the children must copy down the next word. Say the word, i.e: é-vil, putting stress on the first syllable. The children say it and then put the stress mark where they think it should go.
- 3 Do the same with all the other words.
- 4 Now read out the words again, this time putting the stress mark in the correct place on each word, on the blackboard. Children mark their own work.

## LESSON TWO

**Objective**

The children will be able to put the stress mark above the correct syllable in each word.



**Preparation**

Copy the following words on the blackboard. (Each word has the stressed syllable underlined for the Teacher's benefit only. Do *not* underline them on the blackboard.)

help less    them selves    sur-prise    di-rection    mountainous    worker  
traveller    ord in ar-y    in-ternal    mana ger    member

**Method**

1 As for Lesson One.

OR

2 Instead of just saying the word as in Step 2, use each word in a sentence, putting the stress on the correct syllable of that word, e.g.  
 The children did not know which way to go. They felt help less.

**TALKING****LESSON ONE****Objective**

The children will practise sentence patterns they already know.

Which box is empty? The box on the table is empty.

Take this to the old man in the tradestore. Which old man? The man with the beard.

**Method**

Turn back to Units 27 and 28, Lessons Three, Four and Five, to revise these sentence patterns.

**LESSON TWO****Objective**

The children will practise sentence patterns they already know.

Which boy is ill? The one who's holding his stomach.

He's the man I saw yesterday.

**Method**

Turn back to Units 29 and 30, Lessons Three, Four and Five, to revise these sentence patterns.

**LESSON THREE****Objective**

The children will practise sentence patterns they already know.

That's the book that was on the table.

He gave me a mango that he bought at the market.

**Method**

Turn back to Units 31 and 32, Lessons Three, Four and Five, to revise these sentence patterns.

**LESSON FOUR****Objective**

The children will practise sentence patterns they already know.

Pure has finished his maths but he hasn't finished his English.  
 Unless he comes soon, we'll go without him.

**Method**

Turn back to Units 33 and 34, Lessons Three, Four and Five, to revise these sentence patterns.

**LESSON FIVE****Objective**

The children will practise a sentence pattern they already know:  
 He said that he would go to Lue in August.

**Method**

Turn back to Unit 35, Lessons Three, Four and Five, to revise this sentence pattern.

**ORAL EXPRESSION****LESSON ONE****Objective**

The children will be able to use their imagination to mime and act.

**Method**

- 1 Divide the class into groups.
- 2 Each group must make up their own simple mime (acting without words) or play to perform to the rest of the class.  
 These could be based on:  
 sequence pictures                      stones they know from books  
 village stories or legends              imaginative stories
- 3 Each person in the group must have a part to act. The leader will supervise her own group.
- 4 Teacher should help wherever needed.

**LESSON TWO****Objective**

The children will be able to act out a play in front of the class.

**Method**

- 1 Choose each group to act out the play they prepared in Lesson One.

**LESSON THREE****Objective**

The children will be able to mime actions.

**Method**

- 1 Explain that you are going to mime an everyday scene without saying a word. When you have finished the pupils must tell you what you did, e.g. You wake up (stretch your arms and yawn), get out of bed, wash your face and get dressed, then eat your breakfast.
- 2 Now choose individual pupils to come out the front and mime something.

- The rest of the class must guess what they're doing, e.g.: lighting a fire, making a spear, making a fence, preparing a meal.
- 3 This could also be done in groups.

## WRITTEN SENTENCES

### Note

Remember, teach only FIVE of the six lessons. Choose one for homework, or for fast workers to do.

### LESSON ONE

#### Objective

The children will be able to write about three reptiles in the picture

#### Preparation

Give out *Pupil's Book 3* to each child (page 138, Lesson 1)

#### Possible Answers

- 1 Freshwater crocodiles are found in rivers, swamps and lakes. They can grow up to four metres in length and are covered in very tough scaly skin. They have large jaws with many sharp teeth.
- 2 There are many different types of snake found in this country. Some are found in long grass and others in trees. Some are poisonous and some are not. They can be many different colours and lengths.

### LESSON TWO (Lesson Suggestion 5)

#### Objective

The children will be able to choose the correct reflexive pronoun

#### Preparation

Give out *Pupil's Book 3* to each child (page 138, Lesson 2)

#### Answers

- |            |           |          |              |
|------------|-----------|----------|--------------|
| 1 himself  | 3 myself  | 5 itself | 7 themselves |
| 2 yourself | 4 himself | 6 myself | 8 yourself   |

### LESSON THREE

#### Objective

The children will be able to write the correct form of the verb.

#### Preparation

Give out *Pupil's Book 3* to each child (page 139, Lesson 3).

#### Answers

- |        |      |         |         |            |
|--------|------|---------|---------|------------|
| 1 has  | uses | 3 found | 5 grows | 7 protects |
| 2 seen |      | 4 lives | eats    | 6 has      |
|        |      |         |         | 8 are      |

### LESSON FOUR

#### Objective

The children will be able to join sentences using suitable joining words

### Preparation

Give out *Pupil's Book 3* to each child (page 139, Lesson 4).

### Answers

- 1 I cannot come now but I will come later
- 2 Do you like tea or do you prefer coffee?
- 3 I fell asleep early because I was so tired.
- 4 He cannot read but she can
- 5 I will go home now unless you want me to stay.
- 6 We stayed in the house until the rain stopped
- 7 I will prepare the food while you light the fire.
- 8 He passed his exams because he studied hard
- 9 I had a strange dream while I was asleep
- 10 Will you come with me or will you stay here?
- 11 I will wait for you until you come back
- 12 We will go without them unless they arrive soon

### LESSON FIVE (Lesson Suggestion 13)

#### Objective

The children will be able to add quotation marks to the correct places

#### Preparation

Give out *Pupil's Book 3* to each child (page 140, Lesson 5).

#### Answers

- 1 'The boas are not more than a metre in length and are quite harmless', the teacher continued.
- 2 'Which is the most dangerous snake of all?' Anis asked.
- 3 'One of the most dangerous snakes is the Papuan taipan', Mr Siwai told the class. 'It is about two metres long and has a red stripe running along its back.'
- 4 'The death adder is also a dangerous snake', he continued.
- 5 'Young green tree pythons may be red or yellow in colour', said Mr Siwai. 'But when they reach one metre in length they change colour to a bright green.'
- 6 'That's just like one type of dragon lizard', said Rea. 'It can change colour from bright green to dark brown in just a few minutes.'
- 7 'That's true, Rea', said Mr Siwai. 'Does anyone know why it changes like that so quickly?'
- 8 'I think it does it as camouflage', Rea said. 'It can change its colour to suit the colour of the branch it is on so that its enemies won't see it.'

### LESSON SIX (Optional)

#### Objective

The children will be able to change direct speech into reported speech.

#### Preparation

Give out *Pupil's Book 3* to each child (page 140, Lesson 6).

#### Answers

- 1 She said she would become a teacher when she finished High School.
- 2 He said he would go hunting next week
- 3 They said they would come with us
- 4 He said he would never come back to this village.

- 5 The girl said they would all pay for this.  
 6 He said he would be able to help you after dinner.  
 7 He said she would not be going to the dance.  
 8 He said he would help you (me) carry those vegetables.

## WRITTEN COMPOSITION

### LESSON ONE (Lesson Suggestion 141)

#### Objective

The children will be able to expand a story from notes.

#### Preparation

Give out *Pupil's Book 3* to each child (page 141, Lesson 1).

#### Model Answer

Kone and I decided to build a raft. We finished it in a week and we were really pleased with it. We launched it in the river, both climbed aboard and floated downstream.

Suddenly, with no warning, our raft hit a tree trunk in the river and overturned. We fell into the water. I came up gasping for air and looked around for Kone. I saw his shape under the water so I took a deep breath and dived under. He was caught up in the branches of the tree trunk. I helped him to get free and we rose to the surface. He was exhausted, so I dragged him to the shore.

Kone was unconscious when I got him ashore so I gave him mouth-to-mouth resuscitation that we learned at school. At last he started to breathe by himself. He opened his eyes and coughed. I let out a sigh of relief.

### LESSON TWO (Lesson Suggestion 17)

#### Objective

The children will be able to write a personal letter.

#### Preparation

Give out *Pupil's Book 3* to each child (page 141, Lesson 2).

#### Model Answer

Ward Three,  
 General Hospital,  
 Popondetta,  
 Northern Province.  
 19th November, 1982.

Dear Maria,

I am very sorry to hear that you were bitten by a snake. I hope you will be well again soon.

I'm glad that you reached the hospital in time for the doctors to give you special treatment. I am sorry that I cannot visit you in hospital but I will come and see you when you return home.

We are all thinking of you and looking forward to seeing you well again.

With love,

## SPELLING

### LESSON ONE (Lesson Suggestion 22)

#### Objective

The children will learn how to spell this week's words. (They are from this week's story.)

#### Preparation

Give out *Pupil's Book 3* to each child (page 141, Spelling List).

### LESSON TWO

Select from Exercises A- D (page 142) or give a spelling list and dictation test on the last four weeks' work.

#### Exercise A (Lesson Suggestion 29)

##### Answers

- |           |        |          |
|-----------|--------|----------|
| 1 current | 3 bait | 5 breeze |
| 2 steal   | 4 web  |          |

#### Exercise B (Lesson Suggestion 8)

##### Answers

- |         |         |         |        |
|---------|---------|---------|--------|
| 1 seam  | 3 wait  | 5 waist | 7 son  |
| 2 stare | 4 would | 6 tide  | 8 tale |

#### Exercise C

##### Answers

- |            |          |              |
|------------|----------|--------------|
| 1 rose     | 3 made   | 5 arrived at |
| 2 received | 4 caught |              |

#### Exercise D

#### Note

Teacher should do one or two examples before children do this exercise.

## HANDWRITING (Lesson Suggestion 33)

#### Preparation

Give out *Pupil's Book 3* to each child (page 143).

## READING

### INTRODUCTION (Lesson Suggestion 34)

#### Objective

The children will understand the background to the story, and the meaning of new words. They will read the story silently.

**Preparation**

Give out *Reader 3* to each child (pages 46–8), '*Spider Web Fishermen*'.

**Method**

Talk about the many different ways of catching fish — using lines, nets, spears, traps. How many can the children describe? This story is about unusual method of fishing used on one of the islands of the Milne Bay Province.

**LESSON ONE (Lesson Suggestion 34C)****Objective**

The children will be able to answer questions to show they understand the story.

**Preparation**

Give out *Reader 3* (pages 46–8) and *Pupil's Book 3* (pages 143–4, Lesson 1) to each child.

**Answers**

- 1 They caught spiders to spin sticky webs which they used for catching fish.
- 2 Lokuia used to be powerful many years ago but one day he disappeared into the hills and no one saw him again.
- 3 They were spiders.
- 4 The current took the canoe to a strange beach.
- 5 They promised to set the spiders free and never catch them again.
- 6 They were caught in a strong current which carried them to the beach.
- 7 water
- 8 have seen before
- 9 ... fastening the sticky ball of web to a long piece of bush rope and then tying the rope to the bottom of the kite. They flew the kite over the water and the ball of web skimmed over the surface. The garfish jumped out of the water and clamped his teeth into the ball and could not escape.
- 10 ... send his spiders to cover the whole village with spider webs so they would be trapped inside their houses.

**LESSON TWO****Objective**

The children will read for understanding.

**Preparation**

Give out *Pupil's Book 3* to each child (page 144, Lesson 2).

**Answers**

- 1 Two boys got off the plane at Mt Hagen.
- 2 Two girls used buttons.
- 3 There was only one thing which they all grew.

**LESSON THREE****Objective**

The children will be able to mime how reptiles move.

**Preparation**

Give out *Pupil's Book 3* to each child. (Turn to Poetry, page 144, and the picture on page 138.)

**Method**

- 1 Read the poem about the Lizard.
- 2 Choose someone to mime the way a lizard moves.
- 3 Turn to the picture of reptiles on page 138. Ask children to mime one of these animals. The rest of the class must guess which animal is being mimed.

**LESSON FOUR (Lesson Suggestion 39)****Objective**

The children will be able to read for enjoyment.

**Preparation**

Give out *Supplementary Reader 3* and other books.

**LESSON FIVE****Objective**

The children will be able to play Reading Games.

**Preparation**

Give out *Reading Games for Grade 6* to each child (pages 102–9).

**Method**

- 1 Children choose some games to play.
- 2 Mark their work using *Teacher's Notes* (pages 102–6, Units 39–40).

## Reading

Lesson One *The Great Dance* (Lesson Suggestion 32)

## 'Rama and the Monkey'

In the discussion at the beginning of the story use questions such as the following:

- How do we get coconuts down from high trees?
- Tell me something you know about monkeys?
- Have you climbed a high tree?

The pupils should open their Readers at page 20.

Encourage the pupils to use the new words in sentences.

In the discussion of the story use questions such as the following:

- Is this story about our country?
- How many nuts hit Rama?
- Where did they hit him?
- What made the children laugh?
- How did the children get the nuts?

Lesson Two *The Great Dance* (Lesson Suggestion 33)

## 'Rama and the Monkey'

The pupils should have their Readers open at page 20.

Revise the words introduced in Lesson One.

Encourage answers to questions such as:

- What did the children see near the river?
- What threw the nuts?
- Where did Rama fall?

The pupils should have their *Using English* books open at Reading, Term One, Week 10, Lesson One.

## Lesson Three

(Lesson Suggestion 35)

The pupils should have their *Using English* books open at Reading, Term One, Week 10, Lesson Two.

The pupils complete the practice example in Exercise A. The pupils complete the exercise in their books. One sentence is needed for each answer. For example, these are correct answers:

1. He was proud.
2. It was easy.
3. India is a country.

The teacher must move around the classroom helping pupils with Exercise B.

## Lesson Four

(Lesson Suggestion 36)

The pupils should have their *Using English* books open at Reading, Term One, Week 10, Lesson Three.

## Lesson Five

(Lesson Suggestion 35)

The pupils should have their *Using English* books open at Reading, Term One, Week 10, Lesson Four.

The answer to the practice example in Exercise A should be written on the blackboard. The answers could be recorded in the pupils' exercise books as follows:

1. and 2. jump 3. mend 4. drink

When correction is completed the pupils will be able to hear the difference as well as see it, if all pupils read the groups of words aloud.

In Exercise B the practice example is worked by the pupils with the teacher, and the answer is written on the blackboard. The pupils complete the six sentences in their exercise books.

## Lesson Six

(Lesson Suggestion 34)

The pupils should have *The Pacific Series Supplementary Reader No. 1* open at the story

'The Hen and the Fox'

## LESSON SUGGESTION 33

## Reading

### Comprehension Exercises for a Story from the Reader

#### Revision

Revise the meaning of the new words at the beginning of the story. Flash cards will help stimulate the pupils' interest in this lesson. The words should be used in sentences by the pupils.

The pupils should open their Readers at the story.

Recall the main parts of the story. Simple oral questions should be used.

The pupils read the story silently.

#### Written Exercises

The pupils should open their Pupils' Book *Using English* at the correct page.

The pupils read the first question silently and are encouraged to find the answer in the story. A pupil should give the answer orally.

The teacher directs the pupils' attention to the need for:

capital letters,

full stops,

a new line for each answer.

The pupils complete the exercises. The teacher should be continually assisting the pupils and marking sentences while they are writing.

#### Conclusion

The pupils give the answers orally to each question.

Marking is completed by the teacher.

#### NOTE

It is suggested that the pupils' exercise books be ruled and a heading written *before* the Revision step begins.

Where time allows, pupils should rewrite the answers to questions which were answered incorrectly.

Where flash cards are used, the teacher could make a competition among the pupils. Those pupils who recognise the words and use them correctly in a sentence could be allowed to keep the flash card on their desk until the end of the lesson.

The fast workers could go to a selected area of the class-room and read orally in small groups. The emphasis should be on correct expression and intonation. A group of this kind could work quietly by itself, with an occasional visit from the teacher.

There are more than enough questions for the average Grade Three pupil to complete in each lesson. It will be necessary for the teacher to select the questions most suitable for his pupils.

Grouping within the class is recommended. Where this is done, the examples chosen for the groups could be indicated on the blackboard as follows:

Green Group	Red Group	Blue Group
Nos. 1, 2, 3, 4 and 5	Nos. 1, 2, 3, 4, 5 and 7	Nos. 3, 4, 5, 6, 7 and 8

## LESSON SUGGESTION 34

## Reading

### Supplementary Reading Lesson

#### Introduction

The pupils open their Supplementary Readers at the correct story.

#### Reading

The pupils read the story silently.

The teacher should give help to the slower pupils who are most likely to find difficulties in the story.

#### Conclusion

The teacher and pupils should have a short discussion on the main points of the story.

Each pupil could be encouraged to write about the part of the story which he likes best. This could be done in the pupils' exercise books or their diaries.

The teacher could provide suitable beginnings. For example:

In our story . . .

I like the last part of the story best. It is about . . .

#### NOTE

This lesson is not to be treated as a formal reading lesson. It is a 'reading for enjoyment' exercise to stimulate the pupils' interest in reading.

The quicker readers could move to small groups. Practice in oral reading with the emphasis placed on correct expression and intonation would be a useful activity.

## LESSON SUGGESTION 19

## Written Composition

### Related Sentences about Sequence Pictures

The set of pictures to be used should have been treated in an Oral Composition lesson before this lesson is taught.

The pupils should look at the set of pictures used in the last Oral Composition lesson. Encourage sentences about the pictures.

Discuss the sentences if necessary, and then encourage the pupils to give the sentences in correct sequence.

Encourage the pupils to suggest a name for the story. This should be written where all pupils can see it.

The pupils should then write a story about the pictures. Remind the pupils to use full stops at the end of each sentence.

The teacher should move among the pupils marking, assisting and giving encouragement where necessary.

The teacher should mark as many sentences as possible during the lesson. Stories not marked could be collected, but ensure that the pupil is present for the marking of the story.

#### NOTE

The pupil should always be present for the marking of the story. Where possible, the pupil should be led to making the corrections. The teacher can point out an error and encourage the pupil to suggest a correction. In this way, difficulties arising can be discussed with the pupil as they arise. The timetable should be arranged to allow the sequence pictures to be treated in an Oral Composition Lesson before it is treated in Written Composition. The teacher should decide when the sentence beginnings provided are to be used. Some pupils will need this aid for most of the year. Others will be able to work well without it.

Where a picture is left out of a set, careful discussion is recommended.

## LESSON SUGGESTION 20

## Written Composition

### Related Sentences about a Topic or Event

The teacher could briefly discuss a number of topics with the pupils, and encourage them to decide which one interests them the most.

The pupils should be encouraged to give sentences about the subject chosen. These need not be in sequence at this stage. The teacher can assist the pupils by suggesting ideas through questions. For example:

- 'Tell us about . . .'
- 'What happened when . . .'
- 'What could happen . . .'

The pupils should then write their sentences in sequence. They should be reminded to start each sentence with a capital letter, and to end each sentence with a full stop.

The teacher should move among the pupils marking, assisting and giving encouragement where necessary.

## LESSON SUGGESTION 20 (continued)

The teacher should mark as many sentences as possible during the lesson. Stories not marked could be collected, but ensure that the pupil is present for the marking of the story.

#### NOTE

The subjects suggested are to be used only when the teacher is unable to find a suitable subject. A number of those suggested would be suitable for one area in the territory, but not for another.

Correction should always be completed in the presence of the pupil. Individual difficulties can then be discussed.

The teacher should decide when the pupils are in need of sentence beginnings, or sentence suggestions. The teacher will need to write these on the blackboard before the lesson if they are required.

## LESSON SUGGESTION 21

## Written Composition

### Exercises

The second lesson of Written Composition in each week should include three main activities. They are as follows:

#### *Discussion of the stories written by the pupils in Lesson One.*

The lesson could commence with chosen stories being read by the pupils who wrote them. The remainder of the class should be encouraged to tell the teacher about the good points of each story.

The teacher should also discuss with the pupils the errors which occurred most regularly. The children could suggest how these mistakes can be corrected.

#### *Written exercises*

The teacher should set exercises which will give the pupils practice in correcting common mistakes found in their written compositions.

There are exercises provided in the Pupils' Book which the teacher can use if they suit the particular problems of his class.

The instructions with each exercise in the Pupils' Book must be read with the class to ensure that the pupils understand them clearly. Always work one example orally with the class.

The teacher should correct all the work done by each pupil.

#### *Pupils' Diaries*

The pupils who finish their exercises should be encouraged to work in their diaries. Some teachers might decide that the diary work is of more value than a particular exercise. When this occurs, it is recommended that the teacher devotes the exercise time to diary work.

Regular attention from the teacher is an important part of the pupils' diary writing.

#### NOTE

The teacher should always choose exercises which will help his particular class.

The written exercises have been designed to allow time in each lesson to be used for diary work.

## LESSON SUGGESTION 18

## Written Sentences

### Completing Written Sentences

#### Introduction

The instructions for each exercise should be read with the pupils. Where necessary, the teacher should discuss the instructions to ensure that all pupils understand how to complete the exercises.

Examples should then be completed orally with the pupils; or the teacher could complete some examples on the blackboard. The teacher is expected to guide the pupils to the correct answers, not to supply these; he does not help the pupils if he completes all the examples himself.

In some exercises, the teacher will need to guide the pupils to the answers of three or more examples. However, as the pupils become familiar with the exercises, fewer examples will need to be completed orally.

#### Sentence completion

Attention should be drawn to the correct writing position, and the pupils encouraged to complete the exercises as neatly as possible.

The teacher should give individual attention to those pupils who find difficulty with the exercises. While the pupils are completing the exercises, the teacher should be correcting their sentences.

If common difficulties are being experienced by the pupils, the teacher should stop the pupils' work and revise the instructions, using examples where necessary.

#### Conclusion

Approximately five minutes before the lesson ends, the teacher and pupils should correct the sentences orally.

The teacher should make time for the completion of marking.

#### NOTE

The teacher will know which pupils need extra assistance. This should be given after the class has commenced the sentence completion step. Do not hold the class back from the written work by spending a lot of time making the instructions clear for a few slower pupils.

The teacher must mark *all* the work of each child. If a child has any part of a sentence wrong he should correct it by writing the whole sentence again. Correction of examples is always difficult to complete during a lesson of this kind, especially with a large class.

Most Grade Three pupils could be expected to commence their own marking of simple exercises during Term Three.

It would still be necessary for the teacher to check the marking of these examples.

Where the sentences are re-inforcing a Language Drills pattern, the pupils' attention should be drawn to the known pattern.

## LESSON SUGGESTIONS FOR WRITTEN COMPOSITION

### Introduction

The lesson suggestions which follow are provided to assist and guide teachers in the presentation of Written Composition lessons. These suggestions are expected to stimulate the teacher's own ideas concerning teaching methods, and are not provided to be followed slavishly. Each teacher and class has different strengths and weaknesses, and teachers should use these suggestions as aids rather than a rigid programme.

Teachers should, at all times, be searching for new and more effective methods of teaching.

The lesson suggestions provide for two 30 minute lessons per week.

### Correction

Correction of written compositions should be completed with the pupil. Where possible, the child's attention should be drawn to an error and he should be encouraged to suggest the correction.

Marking will be less effective in assisting the child to improve if it is completed without the child being present.

### Exercises

The exercises suggested have been organized to assist in the development of a sense of sequence and relevance. Practice in the use of a variety of structures and sentence beginnings is also provided.

Teachers are expected to substitute exercises which will assist the pupils to overcome their individual weaknesses, when this is necessary.

### Pupils' Diaries

In addition to the time already allocated to Written Composition, it is recommended to all teachers that time be made available for recording pupils' personal experiences in their own diaries.

Apart from providing fresh stimulation for written communication this activity will assist the teacher in his understanding of the personalities of his pupils.

The individual pupil should decide what is to be written in his diary, and the teacher should remember that the contents of diaries are personal and are not to be discussed with other pupils, unless the writer is agreeable to this.

The teacher should assist with spelling and sentence construction. Assistance of this kind is very important when the pupils first begin their diaries. A child should be free to ask for any help, and should be encouraged to ask 'How can I say . . . ' during the early stages of his diary writing.

Regular marking is essential. The pupil should realize that his efforts are of interest to someone other than himself. Only major errors should require the teacher's alteration of the pupil's work.

There are very few more valuable aids to the teaching of Written Composition than pupils' diaries. They have already been used successfully in a number of territory schools.

### Associated Materials

The Pacific Series Pupils' Book for Grade Three, *Using English*, and The Pacific Series *Composition Pictures* are designed for use with the programmes in this book.



## LESSON SUGGESTION 17

### Oral Composition

#### Dialogue (Conversation)

##### Introduction

The teacher should present a dialogue situation such as two men arguing about a pig. The teacher would need to say the words of both men. For example:

'That's my pig.'

'It's not. I own it.'

'Give it to me.'

'No. It's mine.'

'Let the councillor decide.'

'No. It's mine. I'm going home.'

'I'll get the councillor. He'll help me.'

The teacher could encourage a pupil to continue the conversation, with the teacher.

This could lead to the teacher being replaced by another pupil, and the two pupils carrying on the conversation.

##### Playing the Game

The teacher or pupils could suggest another suitable situation.

The people and the situation could be discussed, until a clear picture has been built up in the pupils' minds.

Pupils could be chosen to carry out a conversation for the situation, and encouraged to speak in front of the class.

Another group could be selected to repeat the situation.

Another situation could be discussed and groups of pupils encouraged to fit conversations to it.

##### NOTE

It is important that each situation be discussed carefully so that the pupils have a clear picture of the situation before they carry out the conversation. It is advisable to restrict the numbers of people in each conversation to two or three.

##### Group Work

Pupils could work in groups after the class has discussed each situation.

The best conversations could be presented by the groups to the class.

Most classes would probably commence group work of this kind during Term Two or Term Three.

## LESSON SUGGESTIONS FOR WRITTEN SENTENCES

### Introduction

Written Sentences exercises have two main purposes:

- (i) to assist pupils in learning how to write useful sentences.
- (ii) to re-inforce the teaching of language patterns which are presented in Language Drills lessons.

The first purpose appears to be clear and simple, however there is a tendency for teachers to use these exercises as tests for their Language Drills lessons, instead of exercises to *teach* children *how* to write sentences. To guard against this tendency, the suggestions in Lesson Suggestion 18 require that one or more examples be completed orally, or on the blackboard, before the pupils commence writing the exercises. It is suggested that this step be included in all Written Sentences lessons until the pupils are clear on the requirements of each exercise.

The teacher will wish to use a limited number of exercises as tests. It is suggested that testing exercises occur no more than once in every five sets of exercises. This would mean that in most cases, not more than one set of exercises each week should be used as a testing exercise.

Written Sentences exercises are based on the child's need to be able to *write* English. Language Drills lessons are based on the child's need to be able to *speak* English. Because of the differences in these needs, a different proportion of time is devoted to the various language forms, and therefore practice in the written form does not always immediately follow introduction of the form in Language Drills.

In the Pacific Series Pupils' Book, *Using English*, there are eighteen different types of exercises suggested for use when teaching pupils how to write sentences. There are, of course, many other suitable exercises, and teachers should supplement the suggested exercises with others which they have found to be successful.

## LESSON SUGGESTION 7

## Oral Composition

### Dramatisation

The sequence pictures for the lesson should be placed where all the pupils can see them clearly. The pupils should re-tell the story suggested by the pictures.

The pupils' attention should be directed to one of the pictures in the set which is suitable for dramatisation. The children should discuss the people in the picture; what they are doing and what they are saying.

Some children should be chosen to be actors. They should be asked questions which encourage them to talk about the person they will pretend to be. For example:

'Who are you?'

'Where are you going?'

'Where did you get that motor-cycle?'

Following the discussion, the pupils should dramatise the situation.

A second group of children could be chosen to re-dramatise the situation. Another picture could be chosen and treated in the same way.

### Group Work

Late in the year, some classes might commence dramatisation in groups. The group leader would direct the group.

It is suggested that the discussion step should still be treated as a class activity, and then the children act the situation in groups.

### NOTE

It is suggested that the teacher directs one group of pupils while the rest of the class watches. Use a different group of pupils for each picture treated, so that as many pupils as possible can participate.

Some groups might like to try to dramatise the whole story suggested in the sequence pictures.

The size of the groups will depend on the number of people in the picture being acted.

Each group should contain some pupils who speak English easily and others who find it more difficult. In this way, the slower pupils will have the benefit of the models set by the better English speakers.

On some occasions, the teacher might like to choose the better pupils to perform a play in front of the whole class.

Progress for the shy child will be slow at first, but praise and encouragement from the teacher will do much to develop his confidence.

It will be necessary for the teacher to help some pupils with their sentences and actions. This can be done by careful questioning. Beware of *telling* the pupils what to do.

The use of simple materials will help the pupils to act their parts more readily. Some suggestions will be found in the lesson notes.

## LESSON SUGGESTION 8

## Oral Composition

### Instructions

#### Introduction

The teacher could introduce the lesson with one or more example sets of instructions:

'Everyone; lift your hands above your heads and stand up.'

'All the girls in school uniform; stand up and run around the flag pole.'

After the pupils have had one or two lessons of this kind, the instructions used to introduce the lesson could include more actions:

'Boys; stand up, race to the nearest tree, pick up a leaf, and run back to me.'

#### Instructions

The teacher could ask chosen pupils to give instructions in turn. These instructions could be given to one pupil, a number of pupils, or to the whole class.

#### Group Work

Group work in this kind of lesson can begin as soon as the teacher feels that the class clearly understands the steps of the activity.

The group leader could give the first set of instructions, followed in turn, by the other members of the group.

#### Conclusion

At the end of the lesson the best sets of instructions could be delivered to the class by the pupils.

### NOTE

This lesson can be taught effectively inside and outside the classroom. A variety of situations will encourage a greater variety of instructions from the pupils.

Encourage humorous instructions such as:

'Hold one leg with your hands, hop around and make the sound of a rooster.'

The teacher should supervise each group carefully, giving a set of instructions where necessary to stimulate a greater variety of actions and sentence patterns. The teacher could suggest situations, and ask the pupils to give suitable instructions. For example:

'You're a grader driver, and a boy is dropping big stones on the road. What could you tell him to do?'

'You're an old man and a boy is throwing stones at your pigs. What could you tell him?'

'You're a builder. A man asks you how to get some timber. What could you tell him?'

## LESSON SUGGESTION 32

## Reading

### Introductory Lesson for a Story from the Reader

#### *Introduction*

The teacher should stimulate interest in the story with a short discussion based on the main subject of the story. It is important that the subject be discussed, and *not* the story itself.

For example: 'Down the River'.

The teacher could ask questions such as:

Have you seen a river?

What did you see near the river?

What did you see in the river?

What happens to a river after heavy rain?

The pupils open their Readers at the story.

The new reading words at the beginning of the story are treated. The pupils should read each word and give sentences which show its meaning. Help must be given by the teacher where difficulties are found.

After the new words of each story, there is often a group of words. These words are idioms. The teacher will need to explain the meaning of each idiom and use it in sentences.

#### *Reading*

The pupils read the story silently.

#### *Discussion*

The teacher stimulates discussion with simple questions such as:

Did you like the story?

Which part did you like best?

Who started the trouble?

How did the story end?

The teacher then asks questions which direct the pupils' attention to different parts of the story. For example, in 'Down the River' the following questions would be suitable:

What was the little girl's name?

Where were the children going?

What colour was the truck?

The teacher asks questions and the pupils find the sentences in the story which tell the answers.

#### *Conclusion*

The teacher reads the story aloud. The pupils follow the story in their books.

#### NOTE

It is important that the *story* isn't discussed in the Introduction. The teacher is advised to keep the Readers closed until the Introduction is completed, and ask the pupils to open them for the treatment of the new words.

Some suitable questions are provided in the Lesson Notes. The teacher should select those most suitable, and add other questions to these.

The teacher must be prepared to help individual pupils during the Silent Reading step. The teacher will know which pupils are most likely to need assistance.

The teacher must avoid using too many questions which require 'Yes' or 'No' answers.

The teacher must read the story at a speed which allows the pupils to follow it in their Readers.

The use of strips of blackboard as 'flash cards' is recommended as an aid to the introduction of new words, and the revision of difficult words already presented.

## TERM TWO

## WEEK 11

### Oral Composition

#### Lesson One Related sentences about (Lesson Suggestion 6) sequence pictures.

Use The Pacific Series *Composition Pictures for Grade Three*, No. 13. The pupils should be encouraged to use groups of words such as 'a long, brown snake', 'the snake slid into . . .', 'the fowls flew everywhere', and 'the snake was caught in the wire'.

#### Lesson Two Dramatisation. (Lesson Suggestion 7)

Use The Pacific Series *Composition Pictures for Grade Three*, No. 13. In this picture series the following are some of the situations which could be dramatised:

The fowls are chased into the fowl-house.

The snake gets into the fowl-house.

The snake tries to escape.

This lesson could well be taught outside the classroom so that 'the snake' can be played more easily.

#### Lesson Three 'How Will I Do It?' (Lesson Suggestion 15)

It is suggested that the teacher tells the stories and asks the pupils for the answers to the problems. Stories which could be used are:

##### Story One

Mother told Essie to cook a nice stew. She didn't know what to put in the stew. How could she make a nice stew?

##### Story Two

The children of this school must make it a better school. How will they do this?

##### Story Three

The aeroplane arrived. The ground near the airstrip was soft. The wheels got stuck. The plane couldn't move. How will the aeroplane get out?

### Written Sentences

#### Lesson One (Lesson Suggestion 18)

The pupils should have their *Using English* books open at Written Sentences, Term Two, Week 11, Lesson One.

#### Lesson Two (Lesson Suggestion 18)

The pupils should have their *Using English* books open at Written Sentences, Term Two, Week 11, Lesson Two.

#### Lesson Three (Lesson Suggestion 18)

The pupils should have their *Using English* books open at Written Sentences, Term Two, Week 11, Lesson Three.

**Written Sentences****Lesson One** (Lesson Suggestion 18)

The pupils should have their *Using English* books open at Written Sentences, Term One, Week 9, Lesson One.

**Lesson Two** (Lesson Suggestion 18)

The pupils should have their *Using English* books open at Written Sentences, Term One, Week 9, Lesson Two.

**Lesson Three** (Lesson Suggestion 18)

The pupils should have their *Using English* books open at Written Sentences, Term One, Week 9, Lesson Three.

**Lesson Four** (Lesson Suggestion 18)

The pupils should have their *Using English* books open at Written Sentences, Term One, Week 9, Lesson Four.

**Lesson Five** (Lesson Suggestion 18)

The pupils should have their *Using English* books open at Written Sentences, Term One, Week 9, Lesson Five.

**Written Composition****Lesson One** Related sentences about (Lesson Suggestion 19) sequence pictures.

Use The Pacific Series *Composition Pictures for Grade Three*, No. 5. The story built up in Oral Composition Lesson One should be revised. Sentence beginnings are provided in *Using English*, Term One, Week 9, Lesson One. The instructions should be read with the pupils to ensure that they are clearly understood.

**Lesson Two** Exercises. (Lesson Suggestion 21)

Common errors found in the story completed during Lesson One should be discussed.

The teacher could prepare exercises which would give practice in correcting some of these errors, or the exercises in *Using English*, Term One, Week 9, Lesson Two could be used.

Reminder: Have your pupils been using their spare time each day for diary work?

Have you been supervising each pupil's diary entries?

**Spelling and Dictation****Lesson One** (Lesson Suggestion 23)

flower	better	mother	ladder
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**Lesson Two** (Lesson Suggestion 23)

party	dark	army	stars
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**Lesson Three** (Lesson Suggestion 23)

town	fowl	cow	drown
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**Lesson Four** (Lesson Suggestion 25)**Listening:**

- (i) Some of the sounds treated in spelling lessons to date should be revised.
- (ii) The pupils could practise writing the correct letters for the sounds made by the teacher.

**Exercise 1:**

The pupils should open their *Using English* books at Spelling, Term One, Week 9.

Read the instructions with the pupils and help them to complete the chart for the word 'mend'. Correct carefully the spelling of 'dropped' and 'dropping'.

**Answers:**

mend	mends	mended	mending
shout	shouts	shouted	shouting
drop	drops	dropped	dropping
whisper	whispers	whispered	whispering

**Exercise 2:**

The first example should be completed orally with the pupils.

Answers: (a) ladder, (b) army, (c) party, (d) town, (e) stars.

**Lesson Five** (Lesson Suggestion 24)**Dictation:**

His army boots are black.  
My mother walked to the party.  
The flowers in the garden are dead.  
Two cows drowned in the river.  
A fowl ran under the ladder.